

June 20, 2013

Honorable Terry E. Branstad, Governor of Iowa
1007 East Grand Avenue
Des Moines, IA 50319

Dear Governor Branstad:

It is with great interest that I am applying for the position of the Director of the Department of Education. Your opening came to my attention through articles in the Des Moines Register and by colleagues familiar with the situation.

Currently I serve as the Superintendent of Saydel Community School District. In that role I have been successful in leading a collaborative effort, in tandem with leadership from the National Institute for Excellence in Teaching (NIET), to secure a Teacher Incentive Fund (TIF) Grant. This grant has been provided in order to implement the System for Teacher and Student Advancement (TAP) in the district. While there are many important dimensions to TAP, one in which we are most excited are the teacher career ladder that includes career, mentor, and master teachers. A second dimension is a coaching and evaluation system predicated on frequent classroom observations with feedback for improvement based on instructional rubrics. A third dimension is weekly "cluster" meetings designed to instruct teachers on highly effective classroom practices that have been field tested by mentor and master teachers. The efforts of TAP appear to be well aligned with initiatives that are underway in the state.

In addition to the grant, we have done other work in the form of the passage of a \$7.98 million dollar bond referendum as well as a realignment of the district grade levels and buildings amongst other important work and initiatives. You will notice in my resume that I have held a number of different leadership and teaching positions over the years in a variety of Iowa districts. Those districts include the following: Waukee, Hudson, North Mahaska, and Ankeny. I have also had opportunities to interact on state level committees as well as committees more closely associated with area education agencies. In thinking about connections to School Administrators of Iowa, a few years back I had the honor of serving as President of that organization.

Based on my experiences as well as more recent information I've investigated regarding the position, I am excited about the direction of education in Iowa. I look forward to meeting with you to discuss my qualifications in greater detail. I can be reached by phone at home (515) 281-1234 by cellular phone at (515) 281-1234, as well as by email at [REDACTED]

Sincerely,

Brad Buck, Ph.D.

Dr. Bradley A. Buck



EDUCATION

Ph.D. – Educational Leadership and Policy Studies – May 2006

Certificate of Advanced Studies (C.A.S.) – May 2005

Iowa State University

Dissertation: A Comparative Study of the Perceptions of Novice Iowa Public School Teachers Toward the Effects of the Iowa Evaluator Approval Training Program

M.Ed. Educational Administration – August 1997

Iowa State University

B.A. Biology – May 1992

University of Northern Iowa

Certificates Held: PK-12 Superintendent, Iowa
 5-12 Principal, Iowa
 Evaluator Approval (New), Iowa

PROFESSIONAL EXPERIENCE

Superintendent, Saydel Community School District (SCSD), Des Moines, IA, July 2011-present

- Partnered with the National Institute for Excellence in Teaching (NIET) to obtain a Teacher Incentive Fund (TIF) Grant of approximately \$9.6 million dollars – the SCSD portion is approximately \$4.3 million dollars.
- Shepherded the process for an affirmative vote (94% “yes”) by certified staff to accept the TIF Grant and implement the System for Teacher and Student Advancement (TAP). The TAP Elements of Success include the following:
 - Multiple Career Paths – Master, Mentor, and Career Teachers.
 - Ongoing Applied Professional Growth – weekly “cluster” meetings and field-tested instructional strategies.
 - Instructionally Focused Accountability – teacher evaluation rubrics, multiple announced and unannounced observations, and peer coaching and feedback.
 - Performance-Based Compensation – using value-added, student achievement data and rubric scores.
- Collaborated with a Board-Approved, District Facility Committee to pass a \$7.98 million dollar bond referendum (66% community “yes” vote). This referendum will provide facility improvements to all of the schools in the district as well as the athletic/activity stadium.

- Oversaw the implementation of a grades 7-12, 1:1 laptop initiative.
- Strategically reduced, in tandem with Board leadership, approximately \$1 million dollars in ongoing expenses while at the same time improving instructional services for students.
 - This included closing an elementary school and reconfiguring the district from grades PK-3, 4-5, 6-8, and 9-12 to the current PK-4, 5-8, and 9-12 school orientation.
- Supported the implementation of both a Summer Camp and Summer Meal Program

Associate Superintendent, Waukee Community School District, Waukee, IA, July 2009-June 2011

- Led and supervised the areas for which I was responsible as the assistant superintendent, with the addition of the Human Resources Department and the Department of Information, Communication, and Enrollment Services.
- Led the Instruction Committee -- A Committee of the Board of Education.
- Coordinated a systemic process to align the work of School Improvement, guided by a collaboratively designed district Theory of Action, both within the division and to the other divisions in the district.
- Oversaw the operating budget for the division as well as the various state and federal programs that intersected with the School Improvement Division.
- Managed the implementation of the Comprehensive School Improvement Plan (CSIP), many segments of Project EASIER, and state and federal data accountability measures.
- Contributed to the work of the district Facilities Committee as we continued to plan for future building projects in response to increases in student enrollment.
- Supervised the data collection process around the implementation of the Iowa Core, as well as oversee the writing and implementation of the district plan.
- Participate in district interest-based, collective bargaining activities, as well as ongoing contract maintenance conversations.
- Investigated the Instructional Rounds concept and process and guided the implementation of the process in the district.
- Facilitated the investigation and implementation of a district-wide data warehouse system.

Assistant Superintendent for School Improvement, Waukee Community School District, Waukee, IA, April 2006-June 2009

- Led and supervised the district level curriculum, instruction, assessment and professional development department, district student services department (i.e. special education, ELP, ESL, etc.), as well as the building principals.
- Designed a unified vision for teaching and student learning in the district, through a collaborative process that included building and district leaders, teachers, board members, parents, and community members, that is grounded in the tenets of Professional Learning Communities (PLC).
- Entered into a collaborative agreement with the Center for Advanced Study of Technology Leadership in Education (CASTLE) at Iowa State University to investigate the implementation of additional classroom technology to transition Waukee CSD into a 21st century school district.

- Improved the teacher evaluation and professional development framework to align with the unified vision, through a collaborative process involving leaders of the Waukee Education Association and district evaluators.
- Investigated, designed and implemented a model for leader evaluation and professional development, in collaboration with representative principals and central office staff members.
- Guided by relevant research and data from a Curriculum Management Audit, led a process to construct a five-year plan for ongoing improvement in the district.
- Supported the work of building leadership at both Waukee Middle School and Waukee Elementary in their eventual removal from the School in Need of Assistance (SINA) designation.
- Working in partnership with the local area education agency, designed and implemented a process for program evaluation in the district.

Principal, Prairieview School (grades 8-9) & Waukee Middle School (grades 6-7), Waukee, IA, July 2004-March 2006

- Led and managed a combined leadership team of 2 assistant principals and 5 Deans of Students between PVS and WMS, and supervised over 100 staff members and 1200 students.
- Facilitated and organized the transition from a grades 6-8 middle school and grades 9-12 high school to a district building structure including grades 8 and 9.
- Designed through a collaboratively process that included teachers, parents, community members, and business leaders, a student-leader based character initiative that infuses both Character and Counts and Positive Behavior Intervention Supports.

Principal, Waukee Middle School (grades 6-8), Waukee, IA, July 2001-June 2004

- Led the design and implementation of a middle school vision – including a role as a champion of advisor-advisee programming and student-led conferences.
- Managed the transition from paper-pencil grading and scheduling to electronic scheduling the use of an electronic student information management system.

Principal, Hudson Middle School (grades 5-8), Hudson, IA, August 1998-June 2001

- Led the transition from a traditional junior high/upper elementary to a child-centered middle school through a collaboratively produced building action plan.

Principal, North Mahaska Jr./Sr. High School, New Sharon, IA, August 1997-July 1998

- Responsible for the operation of the 7-12 building including the school improvement process, the role as secondary curriculum director, and manager of building budgets and supervision of all building staff members.

Life Science Instructor, Parkview Middle School, Ankeny, IA, August 1992-July 1997

- Taught on a core team in a fully inclusive classroom teaching environment.
- Collaborated on several interdisciplinary units, organized time in a flexible block schedule, and served in a variety of teacher leadership roles.

OTHER PROFESSIONAL EXPERIENCE

- Professor – Adjunct – Viterbo University – Principal Leadership: Foundations, Principal Leadership: Management and Ethical Issues in School and Society – Summer 2007-present
- Certified Facilitator – DiSC – Behavioral and Leadership Style Assessment and Analysis – 2009-present
- Professor – Adjunct – Iowa State University – Human Resource Management, School Systems as Learning Cultures, and Evaluation of Personnel – 2006-2011

LEADERSHIP IN STATE-LEVEL INITIATIVES

- C4K Work Team – Educator Quality Co-Leader – LEA Representative – Response to Intervention (RtI), K-3 Literacy Initiative – Iowa Department of Education – 2012-present
- Superintendent Instructional Rounds – Apprentice Facilitator for Heartland Area Education Agency (HAEA) – 2012-present
- Superintendent Instructional Rounds – Participant – HAEA – 2011-present
- Leadership Partnership Committee – State-wide Wallace Grant Initiative – Practitioner Representative for Iowa – 2006-present
- Statewide Longitudinal Data System – Iowa Department of Education – Advisory Committee Member – 2011-2012
- Statewide Workgroup: System of Supports – Iowa Department of Education – Des Moines, IA – 2010-2012
- Associate Superintendent and Assistant Principal Mentoring Framework – Design Team Member – 2010-2012
- Virtual Reality User Group – DMACC – Ankeny, IA – 2009-2011
- Leadership Standards and Criteria Task Force – Co-Facilitator – Process to design the Leadership Standards and Criteria for the state of Iowa and Model Descriptors – Wallace Foundation Grant – 2006-2007
- Planning Team to Write the Superintendent Evaluation Model – 2006-2007
- Design Committee to Write Level II of the Iowa Evaluator Approval Training Program (IEATP) – Principal Representative – 2005-2007

LEADERSHIP IN PROFESSIONAL ORGANIZATIONS

- Area Director – State of Iowa – Phi Delta Kappa International – 2010-2011
- Past President – School Administrators of Iowa (SAI) – 2009-2010
- President – School Administrators of Iowa (SAI) – 2008-2009
- Executive Council and Representative Council Member – SAI – 2006-2010
- Past President – Iowa Association for Middle Level Educators (IAMLE) – 2008-2009
- President – Iowa Association for Middle Level Educators (IAMLE) – 2006-2008

COMMUNITY CONNECTIONS

- Capitol Crossroads Committee – Greater Des Moines Partnership – Human Resources Division – 2011-present
- University of Northern Iowa Alumni Association – Board of Directors – Spring 2007-present

- United Way Campaign Cabinet – K-12 Committee Co-Leader – Greater Des Moines Campaign – 2012-2013
- Safe Waters International Ministries (SWIM) – Board Member – Fall 2010-2012
- American Diabetes Association (ADA) – StepOut Campaign – Team Recruitment Co-Chair – Spring 2010
- 2009 UNI Lux Service Award – Selection Committee Member
- Waukee Education Foundation Board Member – 2007-2011
- School Improvement Advisory Committee (SIAC) – District Community Committee
- Saylorville Church – Member, Nursery/Toddler Volunteer
- Waukee Leadership Institute Alumni

PROFESSIONAL CONTRIBUTIONS

- Sportsmanship Judging – Boys State Basketball Tournament – Iowa High School Athletic Association – 2005-present
- Viterbo University – Educational Leadership Advisory Group – 2005-present
- Mentor superintendent to a first-year superintendent through SAI and for a number of principals and superintendents-in-training – Drake University, University of Northern Iowa, and Viterbo University – 2003-present
- State of Iowa Cheerleading Championships – Master of Ceremonies – 2001-2004, 2006-present
- SAI Fall Conference Planning Committee – 2011-12
- Iowa Character Awards – Selection Committee – 2010-2011
- Revised Teacher Evaluation and Professional Development System – Delivered through Moodle – designed videos observed by all staff – Fall 2009
- Iowa Evaluator Approval Training Program – Renewal – State Trainer for Waukee CSD and Adel-DeSoto-Minburn CSD – 2007
- President Elect – School Administrators of Iowa – 2007-2008
- Chaperone – Student Home and School Visit Trip to Germany – Spring Break 2007
- Vice President – School Administrators of Iowa – 2006-2007
- President – Iowa Association for Middle Level Educators – 2006-2008
- President-Elect – Iowa Association for Middle Level Educators – 2004-2006
- Committee to Design and Revise a Model Principal Evaluation System for the State of Iowa – SAI – 2004-2006
- Institute for Character Development – Advisory Committee Member – 2004-2006
- FINE Foundation Fall Conference Planning Committee – Middle School Education Representative – 2004-2006
- Using Electronic Portfolios to Support Licensure Transition and Professional Growth – Co-taught Drake Credit Class – 2003
- Interdisciplinary Instruction in the Middle School Classroom – Taught Drake University Professional Development Credit Class – 2003
- SAI Representative Council – Area 11 – 2003-2006
- SAI Professional Development Advisory Committee – 2003-2004
- Treasurer - Iowa Association for Middle Level Educators – 2001-2004

TRAININGS RECEIVED

- Assessing Academic Rigor Course (Evaluator Renewal Course) – 2011-2012

- Iowa Core Planning and Implementation Team – Saydel CSD, 2011-present and Waukee CSD – 2008-2011
- Phi Delta Kappa – Area Director Training – Chicago, IL – Summer 2010
- Inform Data Warehouse System – Summer 2010
- Iowa Department of Education Site Visit Training – West Des Moines, IA – Fall 2009
- DiSC Certification – Fall 2009
- Stepping Stones to Data Use – Northwest Education Association (NWEA) – Waukee, IA – Fall 2008
- Grading and Assessment in the Differentiated Classroom – Rick Wormeli Presenter – Des Moines, IA – Winter 2007
- Superintendent Evaluation Implementation Framework – IASB – Fall 2007
- Waukee Leadership Academy – 2007-2008
- Superintendent Evaluation Approval Training Program – Fall 2007
- Iowa Evaluator Approval Training Program (IEATP) Renewal – Train-the-Trainer – Des Moines, IA – Spring 2007
- Balanced Leadership Academy – 2006-2007
- Pathwise Training – Evaluator Version – OshKosh, WI – Fall 2006
- DiSC Personality Profile Training – Omaha, NE – Summer 2005
- Character Counts – Two-Day Training – West Des Moines, IA – Spring 2004
- Three-Minute Walk-Through Revised Training – Waukee, IA – Spring 2004

CONFERENCE PARTICIPATION

- Iowa Association of School Boards – Annual Convention – 2010-present
- SAI Fall Conference - Des Moines, IA – Fall 2000-2003, 2005-present
- SAI Executive Leader Group – Participant – 2011-present
- National Association of School Boards – Annual Convention – San Diego, CA – 2013
- TAP National Conference – Washington, DC – 2013
- IASB – Legislative Conference – Des Moines, IA – 2013
- TAP School Visits – Indianapolis, IN, Clarksville, IN, and Knoxville, TN – 2012-2013
- Iowa Superintendents Finance Leadership Consortium (ISFLC) – Fundamentals of School Finance – 2007, 2011-present
- IASB – School Finance Conference – Iowa State University – 2012
- IASB – Employee Relations Conference – Altoona, IA – 2012
- Instructional Rounds – Statewide Meeting and Elmore Presentation/Reflections – 2012
- Iowa Education Summit – Summer 2011
- Project 21st Century Skills – Iowa Kick-off Event – Summer 2010
- Professional Learning Community Conference – coordinated and facilitated the trip for 80 teachers and administrators using Teacher Quality Funds – St. Joseph, MO – Summer 2010
- Superintendent's Network – Instructional Rounds Conversation with Richard Elmore and Liz City – Spring 2010
- 1:1 Schools – Network Meeting – Will Richardson and Scott McLeod Presenters – Ames, IA – Winter 2009
- Iowa Association of School Boards – Annual Convention Pre-Conference – School Finance Boot Camp – Winter 2009
- Wallace Foundation Grantees Conference – Building and Sustaining Coherent Systems of Leadership – Washington, DC – Fall 2009

- Professional Learning Community Conference – Las Vegas, NV – Fall 2009
- Transitioning Schools to the 21st Century – Dr. Scott McLeod Presenter – Johnston, IA – Fall 2008, Winter 2009 and Spring 2009
- National Association of Secondary School Principals (NASSP) National Convention – SAI Representative – San Diego, CA – Spring 2009
- Iowa Association of School Boards – Annual Convention – Des Moines, IA – Fall 2008
- Response to Intervention (RtI) – Regional Summit – Follow-Up to National Summit – Chicago, IL – Fall 2008
- Suburban School Superintendents – Mentor-Mentee – Summer Session – Chicago, IL – Summer 2008
- Leadership Summit – Representative for SAI and NASSP – Washington, DC – 2008
- Summer Conference on Differentiated Instruction, Understanding by Design, and What Works in Schools – ASCD – Nashville, TN – Summer 2008
- NASSP National Convention – SAI Representative – San Antonio, TX – Spring 2008
- Response to Intervention (RtI) – National Summit – Central Office Representative for the Iowa Delegation – Washington, DC – Winter 2007
- Wallace Foundation Grantees Conference – The Role of Building Leadership in Initiating and Sustaining Change – New York, NY – Fall 2007
- Wallace Foundation Grantees Conference – Building High Quality Principal Evaluation Systems – Washington, D.C. – Spring 2007
- NASSP National Convention – SAI Representative – Las Vegas, NV – Spring 2007
- Cisco Systems – 21st Work Skills and Voice Over IP Systems – Winter 2007
- Wallace Foundation Grantees Conference – St. Louis, MO – Fall 2006
- Midwest Regional Middle Level Conference – Ames, IA – Fall 2006
- FINE Foundation – Fall Conference – Using Research-Based Strategies to Increase Student Achievement – Des Moines, IA – 2005
- Effective Leadership Strategies that Impact Student Achievement – McREL Seminar – Clive, IA – Fall 2005
- State Principal Leadership Summit – Washington, DC – Spring 2004
- NASSP National Convention – Orlando, FL – Spring 2004
- Midwest Regional Middle Level Conference – Ames, IA – Fall 2003

PROFESSIONAL PRESENTATIONS

- Instructional Rounds in Waukee CSD – AEA 11 Superintendents – Fall 2010
- Instructional Rounds in Waukee CSD – State Superintendent Network – Instructional Rounds Advisory Committee – Spring 2010
- School Administrators of Iowa – Prospective Administrator Institute – *Great Principals I Have Known: Characteristics of Exemplary Principals* – Clive, IA – Fall 2008
- Iowa Department of Education – Winter Update – *Connecting District, Building, and Individual Teacher Professional Development Plans* – West Des Moines, IA – Winter 2008
- Board of Educational Examiners – Presentation on the Iowa Standards for School Leaders – Des Moines, IA – Winter 2007
- Iowa World Languages Annual Conference – Luncheon Speaker – *Experiences in the 5 C's of World Language & the Implications to Iowa* – Des Moines, IA – Fall 2007
- State Board of Education - Presentation on the Iowa Standards for School Leaders – Des Moines, IA – Winter 2006

- SAI Mentor/Mentee Training – Update on Iowa Leadership Standards and Criteria – West Des Moines, IA – Fall 2006
- Midwest Regional Middle Level Educators Conference – *Implementing a Student Leader-Based Character Initiative in Your Community* – Ames, IA – Fall 2006
- National Middle School Association National Conference – *Implementing a Student Leader Based Character Initiative in Your Community* – Philadelphia, PA – 2005
- National Conference on Teacher Compensation and Evaluation – *Using the Danielson Framework for Licensing and Employment* – Chicago, IL - 2003
- School Administrators of Iowa – Fall Conference – *Two-Minute Classroom Observation Technique* – Des Moines, IA – 2003
- New Principals Workshop – Drake University – Addressed common concerns and triumphs associated with the principalship – Des Moines, IA – 2002

PROFESSIONAL ORGANIZATIONS

- School Administrators of Iowa (SAI)
- American Association of School Administrators (AASA)
- Phi Delta Kappa International (PDK)

PROFESSIONAL RECOGNITION

- Grant Author – Kern Family Foundation – Project Lead the Way (PLTW) Implementation – 2007
- Iowa Middle Level Principal of the Year – 2004
- Middle Level Principal of the Year – District 11 – 2004
- Iowa Scottish-Rite Ph.D. Fellowship Recipient – May 2000
- Teacher of the Year - Parkview Middle School – Ankeny, IA – 1995-1996

REFERENCES

Mr. Paul Breitbarth – Board President
Saydel Community School District

[REDACTED]

Dr. David Wilkerson – Superintendent
Waukee Community School District
Waukee, IA

[REDACTED]

Ms. Ann Hanigan – Waukee Education Association President and English Teacher
Waukee Community School District
Waukee, IA

[REDACTED]

Dr. Troyce Fisher – Former Director – Wallace Grant

Former Executive Director – School Administrators of Iowa
Clive, IA 50325

CREDENTIALS

Provided as a part of the application process.

Robert Burroughs, Ph.D.
[REDACTED]
[REDACTED]

June 18, 2013

Ms. Susan Churchill
Iowa Department of Administrative Services
Hoover State Office Building
1305 East Walnut, Level A
Des Moines, IA 50319-0150

Subject: Director of the Iowa Department of Education

Dear Ms. Churchill:

The Department of Administrative Services has announced a vacancy for the director of the Iowa Department of Education, an at-will position appointed by the Governor, contingent upon approval from the State Senate.

After earning a doctorate in educational research, I accepted a position with Mountain Home Public Schools in Arkansas as a research specialist. I currently work for the Iowa Department of Education as an educational consultant. My academic and professional experiences qualify me to apply for the director's position.

Highlights from the enclosed résumé that may interest you include:

- Doctorate in educational research with a minor in statistics;
- Master's degree in public administration;
- Experience working in a public school district;
- Knowledge of issues associated with K-12 and higher education;
- Knowledge of the educational process;
- Experience managing resources;
- Experience presenting complex information to diverse audiences;
- Working knowledge of the Family Educational Rights and Privacy Act.

I have attached, as a separate file, an essay outlining some of my ideas to help advance Governor Branstad's initiative. If you think my credentials can help the governor fulfill his mission for educational reform, then please feel free to contact me at your earliest convenience. My contact information is listed below:

Telephone: [REDACTED]

E-mail: [REDACTED]

Suggested annual compensation

Salary: \$171,600-\$202,800

Travel: \$6,860-\$8,956

Best regards,

Robert Burroughs

Robert Burroughs

encl: Résumé
Essay

Robert Burroughs, Ph.D.



Summary of Qualifications

A dedicated, professional administrator with extensive experience in the field of education, whose expertise in program evaluation helps guide data-driven decisions. A proven leader recognized in 2012 for outstanding performance and achievement.

Selected Skills and Accomplishments

- Doctorate in educational research with a minor in statistics.
- Knowledge of issues in higher education.
- Experience communicating with members of school boards, commissions, and other stakeholders.
- Experience presenting technical information to diverse audiences.
- Outstanding performance award, 2012.
- Service award, 2012.

Professional History

Educational Consultant Iowa Department of Education. *2012-present.*

- Lead and coordinate oversight with statewide efforts for data quality, technical expertise, and accountability for the community college MIS system.
- Prepare reports for internal and external stakeholders and present findings during public meetings.
- Provide technical assistance to secondary districts and community colleges to assess education programs.
- Coordinate continuous quality improvement among the community colleges.

Research Specialist Mountain Home Public Schools. *2003-2012.*

- Oversee and implement psychometric procedures for the district's formative assessment program, assuring veracity of data, analytic methods, and results;
- Independently design, implement, and complete research studies to support curriculum, instruction, and assessment.
- Analyze, interpret, and communicate statewide test results to school personnel, parents, and other stakeholders within specified deadlines.
- Provide educational workshops for teachers, administrators, parents, or other appropriate groups.
- Assist in evaluating district educational programs and projects.

Research Assistant University of North Carolina-Greensboro. *2001-2003.*

- Responsible for designing technical specifications for the North Carolina Child Welfare Pre-service Training Curriculum test of general knowledge, assuring veracity of data, analytic methods, and results.
- Independently designed, planned, and completed research studies in support of the professional goals of the North Carolina Department of Health and Human Services.
- Assisted DHHS personnel and Department of Social Work faculty in monitoring of data.
- Assisted Social Work faculty with statistical preparation and reporting of data.

Education

Ph.D. Educational Research and Methodology, University of North Carolina-Greensboro.

M.P.A. Public Administration, University of North Carolina-Charlotte.

B.S. Recreation Resources Administration, North Carolina State University.

Awards

- Mountain Home Public Schools Award of Excellence. *2011-2012.*
- Mountain Home Public Schools Service Award. *2008-2009.*

Helping Students through Educational Reform

Robert Burroughs

June 17, 2013

Educational programs must benefit students and adult learners. House File 215, the historic education reform bill signed by Governor Branstad on June 3, 2013, has the potential to benefit all students and adult learners in Iowa. Successful implementation will depend upon the willingness of officials and administrators within the Department of Education (DE) to reform the department internally.

On August 2, 2012, I arrived at DE from a school district in Arkansas, where I worked for almost nine years. As a current employee of DE, several stakeholders have confided in me about their concerns that vacillating leadership has set the department adrift. Recovering from this vacillation calls for a leader who will reform three core organizational areas: structure, culture, and leadership. Reforming two of these areas, organizational structure and organizational culture, depends upon reforming the third: organizational leadership.

To assure successful implementation of the education reform package, a certain amount of internal restructuring may be necessary. The current structure within DE fosters decentralization. A decentralized structure often leads to duplicated or overlapping areas of responsibility. Some overlap may be inevitable; however, too much overlap leads to redundancy. Second, a decentralized structure begets islands of power. Inhabitants of each island develop and promote a culture unique to their island. Subsequent attempts to centralize power invariably meet stiff opposition.

I suggest realigning DE so it models a sound, coherent, centralized organizational structure, while giving employees more autonomy and flexibility in the decision-making process. My model would have six divisions:

1. Office of the Director;
2. Teaching and Learning;
3. Special Populations;
4. Adult and Continuing Education;
5. Operations and Student Services;
6. Data and Reporting.

Other than renaming some job titles and reassigning certain responsibilities, this proposed configuration should not need additional resources. Bureaus would align

logically to match the core functions of their respective divisions. Some groups, such as information technology and communication services, would report directly to the office of the Director. Realigning the organizational structure at DE would serve as an important first step toward returning attention to the department's core responsibility of educating students and adult learners.

Change is scary. A realigned structure typically effects change within an organization's culture. Spheres of influence may shift, with employees and administrators either embracing the new paradigm or fighting to maintain status quo. The current organizational culture at DE depicts a bureaucracy more concerned about political image than about best practices in education. Ironically, encouraging best practices may do more to improve the political image of the department. Such a paradigm shift requires leaders willing to effect change.

To effect change, a good leader willingly listens and learns from others. He keeps life in perspective by trying to keep things simple. He keeps an open mind. Not only does a good leader give credit where credit is due, but he also consoles failure and encourages perseverance. An effective leader knows where he wants to go, how he wants to get there, and when he should compromise. He inspires — but does not demand — passion for the cause and loyalty among subordinates. He is a role model.

Leaders and administrators at DE should serve as trusted servants, working toward preparing K-12 students to become productive citizens and encouraging adult learners in their pursuit of life-long learning. Unfortunately, a few leaders at DE appear to focus more on personal image and self-preservation than on students. These are not leaders, for they place personalities above principles.

A new director of DE should emphasize the following five concepts upon all administrators and employees:

1. DE must apply best practices for the benefit of students;
2. Professional progress depends upon unity;
3. DE leaders are trusted servants;
4. Good leadership at all levels is indispensable.
5. Transparency is the key to trust.

Best practices benefit everyone, especially students. Supporting best practices transcends all levels of education, from classroom teachers, through the Director's office, up to and including state-level political leaders. Society has entrusted educational leaders with its most important commodity: its children. Therefore, as trusted servants, administrators must strive to make good decisions in as transparent an environment as possible. Only through transparency will society continue its trust in its public servants.

Successful implementation of the newly enacted educational reform package will call for repairing DE. The Department of Education is *not* broken, but it does need some renovations and preventive maintenance. Repairing DE requires a change agent. I am that agent. The DE employees whom I know come to work everyday prepared to give their best efforts to help students become productive citizens. Employees simply need a leader who will guide and direct them. I am that leader.

If Governor Branstad wants to move his reform package forward to the next level, then I will gladly offer my services as director. I think, with the support of Governor Branstad, legislators, and stakeholders, my suggestions to restructure DE will inspire its employees to make the newly enacted legislation a model of educational reform it deserves to be.

ERIKA COOK, Ph.D.

June 13, 2013

The Honorable Terry E. Branstad
Governor
State of Iowa
1007 East Grand Avenue
Des Moines, Iowa 50319

Dear Governor Branstad:

The Iowa Department of Education's current objective of improving student achievement through teacher leadership is one of my professional passions. Returning to Iowa a few years ago as an administrator, I have reacquainted myself with the educational system, people, processes, celebrations and challenges. During the previous thirteen years, I served as an educational leader in one of the top-ranked districts in the United States as well as on the national management team at The College Board. As I have done for the West Des Moines Community School District, a dream of mine is to continue to apply best practice paradigms from my background to the entire educational system of Iowa. Please consider my candidacy for the Director at the Iowa Department of Education.

Properly implementing the current law requires vision facilitation, program development and a strong professional and educational background. Serving as an administrator in West Des Moines Community Schools, Hinsdale District 86 and in management at The College Board, I have had the opportunity to lead the direction of educational endeavors and to create and oversee important programs. In West Des Moines and Hinsdale, I have been lauded for leading a rigorous curriculum vision, developing measureable curriculum with feeder schools and spearheading articulated professional development. These are examples of my ability to collaborate with boards, stakeholders and unions. Professional learning communities, technology in the classroom, Character Counts, dual-enrollment, scheduling and staffing have been a few of my responsibilities. On the K-12 national management team at The College Board, I was recognized for my consulting work with large school districts for improving student achievement. Serving on the national professional development team, managing all Midwest consultants, overseeing professional development, and leading trainings for administrators, counselors and teachers were my primary roles. My academic background includes a B.A. in Political Science from the University of Kansas, a M.A. in Curriculum and Instruction from the University of Iowa and a Ph.D. in Leadership and Policy from Loyola University. As an educational leader both inside and outside the doors of a school district, my guiding values include student achievement, relationship building, shared leadership and professional standards.

I am confident my professional experience paired with my educational background, would allow me to be a great leader at the Iowa Department of Education. We would implement the new legislation with passion and fidelity as well as continue to model and promote the standing mission of, "champion excellence for all Iowa students through leadership and service." Thank you for your time and consideration.

Sincerely,



Erika Cook, Ph.D.

ERIKA COOK, Ph.D.

LEADERSHIP

Vision Facilitation

- Consulted to large school district and state accounts in the Midwest working with professionals and boards
- Recognized for outstanding work in Lansing, Chicago, Milwaukee and Shawnee Mission
- Led a rigorous curriculum council expanding equity (over 33%) and excellence impacting measured achievement
- Served on the national professional development team at The College Board contributing to a vision by assessing need
- Created a registration committee working with the school board and union resulting in process improvements
- Facilitated the creation and implementation of measurable skill, content and citizenship curricula
- Spearheaded articulation and a professional development vision with several divisions and feeder school districts
- Analyzed state testing adoptions to measure relevant standards as a part of a regional team
- Worked with community leaders to create a non-profit to purchase school supplies for students in need
- Developed a new system for teacher improvement and evaluation on the Professional Growth Team
- Participated as a leader on several boards, recommending policies and practices in academia, government and business

Program Development

- Developed and oversaw professional learning communities using standard assessments to analyze data
- Supervised all College Board professional development in the Midwest region (11 states)
- Recommended best practice on Curriculum Leadership Team and Curriculum Council
- Obtained grants by working with several districts and non-profits resulting in opportunities for students and faculty
- Implemented practice on a Technology Leadership Team and District Technology Advisory Council
- Created many activities in support of the distinction, "National School of Character"
- Led Fall Counselor Workshops, New SAT trainings and PSAT Score Report Plus sessions for regional districts
- Ran dual-enrollment, NCAA, Central Campus, PSEO programming and outside relationships
- Directed staffing, master scheduling, program of studies, grading, conferences and graduation

Education Management

- Served as an administrator at Hinsdale Central (3,000 students, 9-12) and Valley High (2,000 students, 10-12)
- Presided over personnel, curriculum, instruction, assessment, programming and operations
- Hired, evaluated, managed, remediated and terminated faculty members and consultants
- Served as the administrator for students including discipline, academics and special education
- Produced all building data requests and completed state BEDS, EASIER and supplemental weighting reports
- Worked on committees for Teacher Quality, DINA Transition and Professional Development
- Created and allocated capital, supply and professional development budgets

PROFESSIONAL EXPERIENCE

Administration

West Des Moines Community School District, Leads Academics at Valley High School (Alumna)
West Des Moines, Iowa: 2011-Present

EC2 Education Consulting, Provides services to schools, districts, states and governments
<http://erikacookeducationconsulting.com>: 2004-Present

Hinsdale Township School District 86, Led a Curriculum Division in Hinsdale District 86
Hinsdale, Illinois: 2006-2011

The College Board, Served as an Educational Manager for the K-12 Division
Evanston, Illinois: 2003-2004

Teaching

Hinsdale Central High School (Social Studies), Hinsdale, Illinois: 1998-2003; 2004-2006

Northwestern University (Center for Talent Development), Evanston, Illinois: Summers 2004-2006

Valley High School (Social Studies), West Des Moines, Iowa: 1996-1998

Harmony Middle School, Blue Valley School District (World Language), Overland Park, Kansas: 1995-1996

University of Iowa (Curriculum and Instruction), Iowa City, Iowa: 1993-1995

ERIKA COOK, Ph.D.

EDUCATION

Ph.D. in Leadership and Policy, December 2006
Loyola University: GPA: 4.0/4.0

M.A. in Social Studies, May 1995
University of Iowa: GPA: 3.9/4.0

B. A. in Political Science, May 1992
University of Kansas: GPA: 3.4/4.0

FELLOWSHIPS

Aramco Fellow: Fall 2005, Saudi Arabia

Fulbright Scholar: Summer 2002, New Zealand

Freeman Fellow: Summer 2001, China

Keizai Koho Fellow: Summer 2000, Japan

Fulbright Scholar: Summer 1998, South Africa

PUBLICATIONS

Author. "Travel to Learn." *Social Education*. NCSS. May/June, 2013.

Author. "A Rigorous Curriculum Really Matters." *Principal Leadership*. NASSP. April, 2013.

Author. "Principals' Perceptions of Advanced Placement Equity in Illinois." Loyola University 2006.

Author. "Maoris and MMP to Mt. Cook." *Fulbright New Zealand*. 2002. <<http://www.fulbright.org.nz/events>>.

Author. "A Day in the Life of a Japanese Family." *Keizai Koho Center*. 2000. <<http://kkcfellowships.ncss.org>>.

PRESENTATIONS

Presenter. "AP Equity and Excellence at Hinsdale Central." AP Teaching and Learning Conference. Elmhurst. 2011.

Presenter. "Teaching Contemporary Japan: Keizai Koho Fellowships." NCSS. San Antonio. 2000.

Presenter. "Environmental Children's Books." ICSS. Waterloo. 1997.

APPOINTMENTS

Fulbright Association: *National Selection, Chicago and Iowa Treasurer*

Chamber of Commerce: *Leadership Academy*

Dirksen Center Federal Court Education Advisory Board: *Former Chair*

Northwestern University Kellogg School of Management Education Advisory Board: *Former Member*

Northwestern University Center for Talent Development Advisory Council: *Former Member*

Sister Cities Commission: *Board Member*

National Geographic: *Consultant*

The College Board: *Advanced Placement US Government Consultant and Reader*

PROFESSIONAL DEVELOPMENT

Northwestern University Kellogg School of Management

Association for Supervision and Curriculum Development

Iowa Mediation Service

National Council for the Social Studies

American Council on the Teaching of Foreign Languages

ETS Assessment Training Institute

Wrightslaw: Special Education Law

Illinois Computing Educators

National Association for Secondary School Principals

Hinsdale District 86 In-service

Leading Successful Schools I and II

Annual Conference

Mediation Training

Annual Conference

Annual Conference

Annual Conference for Sound Grading Practices

IEPs, NCLB and IDEA of 2004

ICE Technology in Education Conference

Annual Convention and Exposition

TREGO Analytical Decision Making Models

Understanding by Design by Jay McTighe

Danielson Supervision Model

POLITICAL EXPERIENCE

The Honorable Senator Grassley's Office

The Kansas Republican Party

The League of Women Voters

ERIKA COOK, Ph.D.

[REDACTED]

REFERENCES

Galen Johnson

Midwest Vice President

ACT

[REDACTED]

[REDACTED]

Dr. Lisa Remy

Superintendent

West Des Moines Community Schools

[REDACTED]

[REDACTED]

Kurt Subra

Chief Financial Officer

Heartland AEA

[REDACTED]

[REDACTED]

Dr. Lori Diebel

Human Resources Director

West Des Moines Community Schools

[REDACTED]

[REDACTED]

Pam Bylsma

Principal

Riverside Brookfield High School

[REDACTED]

[REDACTED]

Kevin Pobst

Principal

Naperville North High School

[REDACTED]

[REDACTED]

Dear Human Resources Director,

I am writing this letter of interest for the position of Director of the Department of Education as posted on topschooljobs.org. My resume will detail the experiences that qualify me for this position. I currently hold an Ed.S. in K-12 education from Old Dominion University in VA. I earned a M.A. in English Technical Writing from Old Dominion University in VA. I also hold a B.A. in English/Secondary Education from Norfolk State University. I graduated with a B.A. as the top ranking senior in my graduating college class. In addition, I graduated Magna Cum Laude in my graduate programs. I hold a continuing license in DE and VA for School Leader II-Superintendent, Director, Principal, and English 6-12.

I recently relocated to Kansas City, MO to support SIG schools in the KCMO school district. As a Senior Project Manager for Pearson Education, I have served both the district and schools in implementing school reform to support student success. In this capacity, I oversaw teacher and administrative coaching, strategic planning, budget reform, redesigning school and district processes, literacy planning, common core implementation, and curriculum oversight. The schools in which my team served saw an increase of a minimum of 20% in ELA and math. In addition, graduation and school attendance witnessed increases.

I have also served as a Director of Curriculum and Instruction/Mentor for Howard University Middle School of Math and Science. In this role, I supported professional development, fundraising, student achievement, and school/board oversight.

Prior to this, I relocated to DE from VA because of the astronomical strides in educational reform being made through the Race To The Top Initiatives in DE. I am committed to educating and ensuring learning for all students through establishing frameworks and accountability in any district. I am applying for this job because it affords me the opportunity to practice my fundamental belief that the collective commitment of all stakeholders is the only promising strategy for sustaining school reform. I have spent the last 16 years, working in all settings from urban to suburban education to validate this assumption. I am a committed, visionary leader.

I have served as an administrator in K-12 public education. I served as the administrator on special assignment to the superintendent. I was responsible for the accountability frameworks for Race to the Top, Assessment, Data Disaggregation, District support of k-12 principals, alignment of school success plans, professional development; implementing the common core standards, and writing the K-12 Consolidated Grant. I was appointed to the role by the retiring superintendent from my district as a support for K-12 education. Prior to this, I served as a high principal in Milford, DE. I was appointed to a school on year 3 of a corrective action plan due to low test scores- the state was restructuring the high school to move toward partnership zone. In this role, I facilitated the process of school-wide reform frameworks for high school to align the 9-16 pipeline. Within our first year of establishing professional learning communities, we were able to move our school in reading and math by about 25% points to make AYP from a state improvement plan to receive a Superior rating for the first time ever. In addition, we received a reduction in drop-out rates by 10% and discipline by 23%. The two year gain for math was 34% points and 26% points in reading. The school received Superior status again for the 2011-2012 school year and is no longer on a corrective action plan. Through accountability systems and collaboration, we created a sustainable system for student achievement.

Prior to this role, I served as a middle school principal in VA for three years. In this role, I worked collaboratively to reform two traditional middle schools (one failing-urban/ one passing-suburban) to more rigorous Middle Years IB programs. Through the alignment and revision of curriculum and assessment, staff role reclassification, using data to inform instruction and interventions, and professional learning communities, these middle schools collectively witnessed a 28% point gain in math and reading for all students. We wrote/ received the GEAR UP grant, a grant to ensure first generation students could attend college. We partnered with colleges and universities to offer tutoring, mentoring, and lesson study opportunities.

I have also served as an elementary assistant principal for one year and a middle school assistant principal for two years. In the role of an elementary assistant principal, I worked to write curriculum for grades k-5 and ensure that the programs being utilized were effective. As a middle assistant principal, I focused on instructional leadership and collaborative learning teams. We witnessed an 18% gain in reading and writing and were able to score in the Advanced range for all students. I co-wrote and received over \$1.1 million in literacy grants during this time.

My most important role was the instructional leadership I learned through teaching high school, alternative, and middle school English. I taught for several years and worked to increase the school-wide literacy through the development of a literacy plan and committee. In addition, I was afforded the opportunity to chair the panel to establish test and criteria for dual enrollment.

I have provided district and state level training on professional learning communities, positive interventions, common core, community partnerships, grant writing, administrative leadership, walkthroughs, and special education among others. In addition, I have worked to leverage community resources for mentoring, funding, tutoring and program design through community priorities workshops and community partnerships.

I was recognized as the regional Principal of the Year by Hampton University and received an award by Former Secretary of Education Margaret Spellings and received the WHRO Community Middle School of the Month Award for working to increase the outcomes of students in the community. These recognitions only went to further shine the light on how well students can perform when the right frameworks and supports are established. These recognitions were a true reflection on my students and community. I was recently nominated for the ASCD Leadership award.

Volunteering is the key to a well balanced life; I have served on the board of visitors for Lincoln University since 2012. I serve on the Public Relations Committee for minority enrollment and scholars. I am a mentor to several high school and middle school students as well.

Because I am cognizant of the primary role that education plays in a community's continuity and the changes needed for sustaining public education, I would welcome the opportunity to interview with your organization/district. I am available for an interview at your convenience. Please e-mail me at [REDACTED] or call me at [REDACTED].

Sincerely,

Tamara Cooper, Ed.S

Vision: Change Leadership embraces the assumption that the embracing the collective power of all stakeholders is the only promising strategy to create and sustain systemic reform in any school.

Belief Tenets: Educating children is the greatest contribution a community can make to ensure its continuity. Leadership is not our obligation but our privilege.

Tamara Cooper

Education: Ed.S. K-12 Supervision and Administration, Old Dominion University, Norfolk, VA
M.A. English Secondary Education, Old Dominion University, Norfolk, VA
B.A. English Secondary Education, Norfolk State University, Norfolk, VA

Licensure: DE and VA K-12 Administration and Supervision Postgraduate Professional License
DE Superintendent License/VA Superintendent License
DE and VA English 6-12 Advanced Continuing License
International Baccalaureate Certified Level 1 and 2

Experience:

Oct 2012-Present **Senior Project Manager**

(demographics 70% minority and free and reduced lunch)

Pearson Education, Washington DC

- Developed Strategic and Literacy Plans for state, districts and schools
- Provided Technical Support to Improve Student Achievement
- Wrote Curriculum K-12 and PD K-12
- Supported and developed plans for college preparedness and readiness
- Monitored professional development implementation and walkthroughs
- Presented leadership training for Marzano and Common Core implementation
- Instrumental in increasing scores in SIG schools in ELA and math by 30%
- Oversaw project implementation and efficacy
- Implemented School Improvement Model through best instructional practices
- Coached and mentored district and school administrators

July 2012-June 2013 **Director of Teaching and Learning and Consultant**
(demographics 100% minority and free and reduced lunch)

Howard University Charter Middle of Mathematics and Science, Washington, DC

- Developed Curriculum and Professional Development Plan for Common Core
- Developed Strategic Plan for school
- Designed and supported implementation of assessment framework
- Mentored and counseled governing board
- Wrote and received grants
- Presented professional development for board and state officials

May 2012-July 2012 **Administrator on Special Assignment to the Superintendent**

Milford Public Schools, Milford, DE

- Supported Principal Leadership k-12
- Designed Walkthrough forms to align with School Success Plans
- Co-Wrote plan for Focus School and state restructuring
- Co-Planned k-12 professional development
- Managed k-12 Accountability and Assessment as it relates to Race to the Top and DCAS
- Trained Common Core Standards k-12
- Worked Collaboratively to design comprehensive district strategic plan
- Co-wrote district Consolidated Grant and Race to the Top Grant
- Designed District Intervention Strategies for Special Education
- Established District Framework for Rigor in AP and Honor's classes

June 2010-2012 **High School Principal (Transformational)** Milford Public Schools, Milford, DE

(Demographic Data - 54% free and reduced lunch – Student Make- Up- 55%White 28% Black 12% Hispanic 5%other Setting- rural- suburban)

- Facilitated movement of the high school's ranking from the 18th school in state to the 6th school in state in one year
- Facilitated process of school's removal from the state restructuring plan
- Increased Math scores by 34% and Reading Scores by 26% on state testing
- Increased graduation rates by 14%
- Increased SAT Reading scores by 11% and SAT Math scores by 9%
- Increased college and career readiness by 25% for all students
- Implemented schoolwide reform frameworks: Professional Learning Communities, Response to Intervention, and Learning Focused Strategies
- Developed and monitored School Success Plan and School Improvement Grant
- Coordinated the District English Curriculum to align district curriculum and frameworks for k-12 frameworks
- Facilitated school's movement from Improvement status to Superior status
- Served on the Race to the Top Root Cause Research Committee- Focus on Special Education
- Designed the SWAG Mentoring Program to decrease discipline for frequent concerns by 10%
- Served as an administrator on the DDOE DPAS Component 5 Development Committee
- Presented at the Policy and Legislature Workshop
- Collaborated with businesses to create community partnerships to provide seniors with externships and internships

- Launched and piloted international partnership with a German School to share strategies and lessons
- Supported development of State Recognized Mentoring Program
- Designed and instructional resource database for high school teachers
- Piloted web-based credit recovery classes
- Reduced Drop Out Rates
- Received the DIAA Sportmanship Award
- Participated in district and state walkthroughs

June 2009-10 **IB Middle School Principal** Henrico County Schools, Henrico, VA

(Demographic Data- 60% free and reduced lunch – Student Make-Up: 58% White 20% Black 22%other ELL- 38 languages- Setting- suburban)

- Facilitated whole school IB framework from traditional school infrastructure
- Increased AYP averages for free and reduced lunch students by 10%
- Served on the Equity and Excellence Committee
- Created Discussion Forum to link middle and high school lessons
- Hosted /Attended district vertical articulation meetings

June 2007-09 **Middle School Principal IB MYP School** Hampton City Schools, Hampton, VA

(Demographic Data 92% free and reduced lunch –Student Make-Up-92% Black 8%White and other-Setting- urban)

- Increased Scores by 25% for English and Math- year 1
- Facilitated the process of full accreditation for the school
- Assisted in writing and receiving Gear Up Grant
- Established school-wide processes for International Baccalaureate Program, school-wide discipline, Professional Learning Communities, and parent university
- Co-Wrote and received the GEAR UP grant
- Worked collaboratively with district and non-accredited schools to establish protocols for meeting AYP and accountability for all students
- Partnered with community businesses and colleges for tutoring and k-16 articulation (Old Dominion University, NASA, Hampton University, ECPI, Hampton Science Museum, Healthy Families)
- Facilitated vertical articulation meetings all core subject areas 6-8
- Co-chaired the Dual College Enrollment committee for Secondary Reform
- Completed the Old Dominion Leadership Academy
- Served on the Superintendent's Leadership Committee
- Wrote and received Lowe's Community Grant and Americorp's Teaching Grant
- Co-wrote and received William and Mary Teaching Grant
- Trained District Administrators on Professional Learning Communities
- Trained Secondary Middle School Principals on Instructional Walks

- Received WHRO Community Award for Middle School of the Month for creating promising futures for inner-city schools through community links

June 2005-07 **Middle School Assistant Principal** Hampton City Schools, Hampton, VA

(15% free and reduced lunch- student make-up 63% White and 30% black 7%other-setting- suburban urban)

- Oversaw Reading and English Departments
- Facilitated Reading Increase by 15%
- Reduced Discipline Statistics
- Oversaw School Budget and Scheduling
- Managed Discipline grade 7 and 8
- Developed Mentoring and Community Networks
- Trained District on Writing Frameworks

Jan. 2007-10 **Middle Alternative Placement School Principal** Hampton City Schools, Hampton, VA

(Demographic Data-100% free and reduced lunch- Student Make-Up 93% Black 7% White Setting-urban)

- Managed Night School Program grades 8-10, GED, and expelled students
- Increased successful transition of students back to regular school by 60%
- Maintained the Day to Day operations for the program
- Assisted in developing standards for new alternative school
- Developed Curriculum for Academic and Discipline
- Devised tracking data to eliminate the over-identification of certain populations for Special Education and discipline

July 2006-07 **Elementary Assistant Principal** Fundamental School Hampton City Schools, Hampton, VA

(Demographic Data-35% Free and Reduced Lunch- Student Make-Up 70% White 25% Black 5% Other- Setting-urban)

- Wrote Curriculum grades 3-5
- Disciplined grades k-5
- Evaluated Staff k-5
- Designed Professional Development for Habits of Mind and Strategies
- Trained staff on best practices for positive academic and behavioral interventions
- Led Schoolwide Book Chats and Positive Support for Elementary Students

Aug.2004-05 **English Department Chair /School Improvement Specialist** VA Beach Public Schools, Virginia Beach, VA

(Demographic Data 79% free and reduced lunch 45% White 30% Black 25% Hispanic and Other -Setting- urban suburban)

- Facilitated School Improvement Processes
- Designed State Accountability Tracking Systems/Forms
- Increased AP Minority Enrollment
- Reviewed College and Scholarship Application Process
- Dual Enrollment Coordinator for Early College Admission for English

Jan. 2000-09 **English Teacher/ Program Supervisor** *ECPI, College of Technology, VA Beach, VA*

(Setting- Adult College/ Non-Traditional, Military, and Traditional)

- Taught Critical Thinking and English Composition
- Shared responsibility in developing curriculum syllabus
- Taught in Moodle and Online programs

Aug. 1998-04 **English Teacher High School/ Middle School Teacher/Department Chair/Alternative School Teacher Grades 6-12** *Hampton City Schools, Hampton, VA*

(Demographic Data- Diverse Socio-Economic Environment-Ethnicity- All Settings-All Urban and Suburban)

- Developed Curriculum and Lesson Plans 6-12 English
- 94% Pass Rate on Standards of Learning State Tests
- 100% Pass Rate on Dual Enrollment Interest Exam
- Served as American Federation of Teachers Representative

Affiliations: NASSP, ASCD, NAESP, and, AAUW

Presentations: VASSP- Best Practices in Transforming Schools, AFT- Tales of a First Year Teacher, HCS-PLCs at the Secondary Level, NRC- Strategies for Secondary Reform, DE Council on Public Policy- Action Based Research, and VASSP- Positive Interventions for Student Success, District Level Principal Coaching and Professional Learning Communities

Comprehensive School Review Participation: School To Watch Review Committee for Middle Schools, Comprehensive School Review DE Committee High School

Awards/Recognition: Excellence In Education Regional Principal Award, University of VA Teacher Scholar Fellow 1999, WHRO Middle School of the Month, Technique Track Community Award, Teacher of the Year Nominee, Teacher of the Month, Teacher of the Year, FFA Leadership Award

June 17, 2013

Susan Churchill, Iowa Department of Administrative Services
Hoover State Office Building
1305 East Walnut, Level A
Des Moines, IA 50319-0150

Dear Search Committee,

I am applying to be Iowa's Director. I have twenty-five years of experience as a school administrator, with twenty-two as superintendent. In my career I have been a teacher, a principal at every level, a transportation director, athletic director and coach. I know all sides of schools, students, teachers, teaching, and learning. I currently teach two college philosophy courses in one of my high schools. I am a lifelong learner, I am passionate about education, and I am passionate about Iowa.

In my career I have facilitated school district reorganizations, long-range strategic planning, curriculum planning, and leadership teams. I currently have two school boards with twelve total members, and I invite you to talk to them all. I understand school finance completely, and I have helped my schools thrive in times of declining enrollment, and economic constraint. I have built academic and fine arts buildings, brought One-to-One computing to MFL MarMac High School, increased rigor and college-level courses, and supported efforts to level the socio-economic playing field between students. I have virtually complete support from my teaching staffs regarding my leadership and ability to motivate and provide long-range vision. I make my decisions carefully, yet expediently. I do this with continuous review of reliable data, first-hand knowledge, and constant conversations with those involved.

I believe I understand what is needed to help Iowa thrive as an education state. I am politically astute as I feel one must be, but I care deeply, and put integrity above all else in my leadership process. I have the ability to handle extreme pressure. I know how to communicate my vision to groups, and I strive to involve as many people as possible in the collaborative process. The bottom line for me, however, would be that in all situations I work to identify the needs of children, and let that be the cornerstone of all my leadership.

I have no salary expectations. My current compensation between two school districts is generous (160-ish). I have been lucky enough to save some resources, and I expect to take a considerable cut in pay to have the opportunity to lead Iowa.

Thank you for considering my application and I hope to hear from you.

Sincerely,

A handwritten signature in cursive script that reads "Dale R. Crozier". The signature is written in dark ink and is positioned above the printed name.

Dr. Dale R. Crozier

Former Vice President: HAWC of Early Childhood Iowa (formerly Empowerment). Howard, Allamakee, Winneshiek, and Clayton Counties, 2002-2011. Jones County Empowerment and Decatur: 1998-2001.

Charter Board Member: Iowa Superintendent's Financial and Leadership Consortium (ISFLC), 1997-Present.

Former Vice President and Co-Founder: Smith and Bulldog Daycares. Current ex-officio advisor to the board. This organization operates two daycares in Clayton County, one of which is on-campus at MFL MarMac, and integrates Head Start, Preschool, and Early Childhood Special Education.

Current Board Member: Monona Chamber of Commerce and Economic Development. Past President: Monona Community Club, Past Member: Iowa Great Places and Wetlands Committees, McGregor, Iowa. Current Member: Main Street Matters, Lansing, Iowa. Alexander McGregor Award recipient: 2009.

Successful coaching and athletic career, including NCAA Division II, and International competition.

PUBLICATIONS

Dissertation-Practicum: "Effective Practices in Iowa School Reorganizations" December 31, 1998. This is a comprehensive study on change as observed through the reorganization process in Iowa schools.

"The Importance of Academics," Insights, vol. 28, no. 2, December 1992 (Insights is a National publication by the John Dewey Society for the Advancement of Education).

"Gaining Understanding," Insights, Vol. 28, no.1, March 1991.

REFERENCES

Representative Patti Ruff, (Former MFL MarMac Board President).

Patty Burkle, MFL MarMac Board President.

Heather Schulte, Eastern Allamakee Board President.

Pat Heiderscheid, Chief Administrator, AEA I.

Dwight Reid, Past Midland Board Member During Reorganization.

Pam Haylicheck, Chief Negotiator, MFL MarMac Teacher's Association.

Arla Wagner, President, Eastern Allamakee Teacher's Association.

Dr. DALE ROBERT CROZIER

563-880-2772 crozierdr@mflmarmac.k12.ia.us

EXPERIENCE

- 2001-Pres. Superintendent, MFL MarMac Community Schools (Shared with Eastern Allamakee as of 2011). Extensive involvement in Strategic Planning, Professional Development, Human Resources, Finance, Construction and Contract Negotiations.
- 1993-2001 Superintendent, Midland Community Schools. Wyoming, Iowa, and Oxford Junction Consolidated Schools, Oxford Junction, Iowa. Completed a reorganization between Oxford Junction and Midland/Lost Nation, 1995.
- 1991-1993 Superintendent and K-12 Principal, Wolbach Public, Wolbach, Nebraska.
- 1988-1991 7-12 Principal and Athletic Director, Culbertson, Nebraska.
- 1985-1988 Social Science Teacher and Coach, Akron-Westfield High School, Akron, Iowa.
- 2005-Pres. Adjunct Instructor: Northeast Iowa Community College. Philosophy and Ethics.

EDUCATION

- 1998 Doctorate in Educational Leadership – Nova Southeastern University; Fort Lauderdale, Florida – Chicago Center.
- 1991 Specialist in Education, Educational Leadership – University of Wyoming.
- 1985 Masters of Arts, History and Philosophy – Northwest Missouri State University.
- 1983 Bachelor of Science, Public Administration–Political Science
Northwest Missouri State University.
- 1979 High School Diploma, College Community School District, Cedar Rapids, Iowa.

INTERESTS, HONORS AND ACTIVITIES

Nominee:, Superintendent of the Year, 2010.

MFL MarMac: Breaking Barriers Award Recipient, 2011.

President: ABA 1 Superintendents, 2010-11.

President: Northeast Iowa Athletic Conference, 2009-2010;

Member: Rebuild Iowa Organization (RIO) Education Task Force for the Flood of 2008.

Tyler P. Dern

SUMMARY

Relationship Manager/Account Executive with diversified experience in relationship management, sales, and sales training. Demonstrated ability to understand customer needs and apply sales strategy accordingly. Proven ability to create and maintain strong client relationships, effectively manage change, and identify future business opportunities. Expertise includes negotiation, creative problem solving, and team building. Strong knowledge of insurance, finance, and marketing concepts. Experienced in:

Team building

Change management

Revenue generation

Negotiations

Outstanding client skills

Presentation and communication

PROFESSIONAL EXPERIENCE

Marsh and McLennan Companies

Urbandale, IA

2011 to 2013

Senior Account Manager (AMIII)

Served as the "single point of contact" for the clients' relationship with the company. Responsible for maintaining the relationship and increasing sales penetration of a \$10 million book of high revenue clients owning 25 to 365 franchise restaurants.

- ❖ Identified target markets and cross selling initiatives for commercial business owner's, workers compensation, and employment practices liability insurance
- ❖ Utilized client advocacy to position products and negotiate pricing in a hard market while average renewal premiums increased 15.1%
- ❖ Maintained the flexibility to quickly react to the myriad of changes in the account, market, and economy
- ❖ Evaluated risk management solutions for clients' commercial insurance exposures to mitigate claim experiences including lacerations as well as slip and fall accidents
- ❖ Assisted in the program implementation by working with project and program management to develop a scope of work for an evolving account management role

Allstate Insurance

West Des Moines, IA

2009 to 2011

Financial Specialist

Prepared and delivered sales training and promotional programs for the Eastern Iowa territory of agency owners. Provided sales leadership and sales closing support for agents' life insurance, annuity and mutual fund product segments.

- ❖ Mentored agency owners and support staff in identifying and closing cross selling opportunities
- ❖ Conducted presentations on topics including objection handling, prospecting, cross selling, and proposal writing
- ❖ Managed agency motivation and sales effectiveness by providing regular coaching and feedback sessions

Farm Bureau Financial Services

Carroll, IA

2002 to 2009

Agent

- ❖ Responsible for ensuring all regulatory, compliance, and transparency requirements are met
- ❖ Hired, managed, trained, and evaluated a staff of sales associates and assistants
- ❖ Maintained the relationship of 1,500 personal and commercial accounts

- ❖ Negotiated key terms and pricing to obtain favorable programs for clients
- ❖ Demonstrated successful leadership of sales associates and office assistants
- ❖ Designed and utilized social network marketing along with print and radio media to develop new clients, enhance the brand, and increase client retention
- ❖ Demonstrated client advocacy through needs based consultative approach

Northwestern Mutual Financial Network

Carroll, IA

2001 to 2002

Financial Representative

Produced life insurance sales by designing presentations and conducting sales appointments with clients.

American Home Shield

Carroll, IA

1997 to 2001

Renewals Sales Consultant

Sold new home warranty contracts to former clients that elected to cancel their coverage.

- ❖ Received sales production awards for top quarter producers

EDUCATION

Buena Vista University

Storm Lake, IA

Bachelor of Arts

Double Major in Management and Business Administration

Graduated with Highest Honors: summa cum laude, 4.0 GPA

CREDENTIALS

Insurance Licenses in Life, Health, Accident, Personal & Commercial Property Casualty, and Crop
FINRA Series 6 & 63

PRODUCT LINE PROFICIENCIES AND EXPERIENCE

- Life Insurance – 8 years sales + 2 years sales leadership experience
- Annuities – 8 years sales + 2 years sales leadership experience
- Mutual Funds – 8 years sales + 2 years sales leadership experience
- Commercial Insurance – 8 years consulting/sales experience
- Health Insurance – 8 years consulting/sales experience
- Personal Property/Casualty Insurance – 7 years consulting/sales experience

Ancillary Product Experience

- Indexed Annuities (Iowa Certified Indexed Annuity Sales)
- Long Term Care (Iowa Certified for LTC Sales)
- Variable Life Insurance and Annuities
- Disability Income

COMMUNITY SERVICE

[REDACTED]

[REDACTED]

Churchill, Susan [DAS]

From: [REDACTED]
Sent: Tuesday, June 04, 2013 4:32 PM
To: Churchill, Susan [DAS]
Subject: Ann Hammer's Application for "Director, Department of Education"
Attachments: [REDACTED]

EDUCATION WEEK
TopSchoolJobs

Hello Susan Churchill:

Please consider me as a candidate for 'Director, Department of Education'. You can find my resume attached or in a subsequent e-mail depending upon the application settings of your job posting.

You will also find the same information under **My Applications**, accessible by logging in to your Employer Account.

Thank you in advance for your consideration,

Ann Hammer

Note: If unable to access resumes and not a TopSchoolJobs.org account manager, please send login/password request to [REDACTED] otherwise simply click Forgot your password? on the employer home page. Creating a new account will not provide access to previously submitted resumes.

EDUCATION WEEK TopSchoolJobs

If you can't view this [click here](#). The resume will open in a browser that is HTML friendly.

This resume is also saved in your [Candidate Manager](#).

View Resume (with Job Application)

Chair, Division of Education/Applied Arts

Ann Hammer

SUMMARY

I am well acquainted with defining educational goals and challenges. My tenure as a teacher, principal, special programs director, superintendent, and college professor/administrator has given me insight into the needs and directions of education.

APPLICATION DETAILS

Application date 06/04/2013 17:31:09
 Title Director, Department of Education
 Company State of Iowa
 Position Type Full Time - 12 Month
 Description

Req ID #12221BR

The Governor of the State of Iowa is seeking candidates for the position of Director of the Department of Education. This position is appointed by the Governor, subject to confirmation by the Iowa Senate, and will serve at the pleasure of the Governor.

The Director of the Department of Education is responsible for all operations of the department, including program administration, the budget and personnel, and provides leadership and vision to the education system, working with the State Board of Education on long-range strategic planning and development of education policy. The director promotes educational programs designed to increase student achievement and improve the well-being and productivity of the people of Iowa.

Landmark education reform, proposed by the Governor and passed by the 2013 Legislature, promises to establish a teacher leadership structure in every school district in Iowa. Implementation of this sweeping initiative and building on other reforms in the bill will be key responsibilities of the director.

Minimum Qualifications

Graduation from an accredited college or university with a Master's Degree in Education or related field and ten years of progressively responsible teaching, training, consultative or administrative experience in educational programs, three years of which must have been in a supervisory, managerial or leadership capacity.

How to Apply

Applications may be submitted by US mail or fax to the attention of Susan Churchill at Iowa Department of Administrative Services, Hoover State Office Building 1305 East Walnut, Level A Des Moines, Iowa 50319-0150 Fax: 515-242-6450, or on-line at: <http://das.hre.iowa.gov/> and search for Req ID #12221BR.

Additional Instructions

All applicants must submit a cover letter and resume by 4:30 pm (CST) on June 21, 2013. Within the cover letter, applicants must demonstrate experience and knowledge in the following areas: Leadership and vision working with educational boards and stakeholders.

- Leadership and vision working with educational boards and stakeholders.
- Development and oversight of key educational programs.
- Administration within a medium to large educational system or district.

ATTACHMENTS

Name	File Name	Type
My Uploaded Resume	Vita HLC AEH 2013.doc	Document

DETAILS

Position Type Full Time - 12 Month

Experience since 1988
Admin/Support Director/Manager/Coordinator
Organization Type DOE/Government
Grade Level College/University
Teaching field Other
Search Intensity Employed, satisfied
Availability Available in the future (06/01/2013)
Relocation Preference Will relocate
Annual Salary \$50.00 - \$100.00/Yearly

CONTACT INFORMATION

Contact Name Ann Hammer
Primary Email [REDACTED]

Ann E. Hammer

PROFESSIONAL PREPARATION

Ed.S. Southwest Missouri State University, Springfield, MO, 2005

Field of Study: Educational Administration (Superintendent)

Thesis: *Computer Availability and Academic Achievement in Missouri Public Schools*

Committee Members: Dr. William Agnew, Chair; Dr. Ken Holloway; Dr. Allan Crader

M.S. Northeast Missouri State University, Kirksville, MO, 1982

Field of Study: Teaching Reading and Education Administration

B.S. Culver-Stockton College, Canton, MO, 1972

Field of Study: Elementary Education

Graduated *cum laude*

PROFESSIONAL EXPERIENCE

Division Chair, Education & Applied Arts
Culver-Stockton College

Fall 2010- Present
Canton, Missouri

Professor & Director of Teacher Education
Culver-Stockton College

2006-Present
Canton, Missouri

Superintendent (Retired)
Wellsville-Middletown R-I School District

2003-05
Wellsville, Missouri

Special Programs Director (K-12)
Canton R-V School District

1996-03
Canton, Missouri

Elementary Principal (K-6)
Canton R-V School District

1982-96
Canton, Missouri

First and Second Grade Teacher
Canton R-V School District

1975-82
Canton, Missouri

Special Education Teacher (K-8)
Palmyra R-I School District

1972-75
Palmyra, Missouri

FUNDED PROJECTS at CULVER-STOCKTON COLLEGE

- Education Technology Lab
- Simulated Education Classroom

DESE FUNDED GRANT ACTIVITIES

- Special Education Local Improvement Practical Parenting Partnerships
- Competitive Technology
- Goals 2000
- Incentives for School Excellence
- Industrial Technology
- Pre-School / Day Care
- School Health
- School-Aged Child Care
- Technology Acquisition
- Technology Literacy Challenge Fund
- Vocational Business

PROFESSIONAL ACTIVITIES

I. Courses Taught - *Culver-Stockton College*

Classroom Organization & Management
 Foundations of Education
 Middle School Curriculum
 Middle School Philosophy
 Psychological Diagnosis of Children
 Directed Student Teaching
 EdLab

II. Professional Activities

National

Presentations:

Association of Middle Level Education National Conference

“Middle School in High-Definition”

November 2012

“Middle School-There’s An App for That”

November 2012

Regional/State

Presentations:

Missouri Middle School Association Professional Development Conference

“Middle School in High-Definition”

September 2010

“Middle School Students in Professional Learning Communities”

March, 2008

Invited Speaker:

Iowa Wesleyan College
 “Interviewing 101”

November 2008

Local/Campus

Invited Speaker:

Culver-Stockton College Faculty Assembly
 “A Challenge to Embrace Change”

November 2009

Culver-Stockton College Faculty Retreat
 “Teaching Methods”
 “What Is Assessment”

August 2009

August 2007

Culver-Stockton College Freshman Orientation
 “Millennials in the Classroom”
 “Top Ten Tips for Freshman Parents”
 “Top Ten Tips Parents Should Know”

August 2008

May 2008

August 2007

Culver-Stockton College Business Division Assessment Workshop
 “Aligning Course & Learner Objectives with Your Syllabus”

July 2007

Culver-Stockton College Phi Eta Sigma Induction
 “Making Music”

October 2006

Publications

Manuscripts: *(peer review)*

Hudson, S., Mosher, J. & Hammer, A. (in progress). *Co-teaching in the trenches.*

Hudson, S., Hammer, A. & Mosher, J. (in progress). *Constant time delay in middle school.*

Articles/Manuals: *(non-peer review)*

Student Teaching Manual Revision

2007

Teacher Education Manual Revision

2013

III. Professional Affiliations

Missouri Association of Colleges for Teacher Education

2006-Present

Missouri Middle School Association

2006-Present

National Middle School Association

2006-Present

ASCD

2006-Present

Missouri Association School Administrators

2003-Present

Missouri Association Rural Educators

2003-05

Phi Delta Kappa

1984-00

NE MO. Association of Elementary School Principals

1982-96

- President 1988-89

- Vice President 1987-88

Missouri Association of Elementary School Principals

1982-96

- Program Committee 1988-90

National Association of Elementary School Principals	1990-92
Missouri Art Education Task Force	1988-91
Network of Outcome Based Schools	1989-91


AWARDS

Advisor of the Year	2012
<ul style="list-style-type: none"> • Culver-Stockton College 	
Distinction in Performance School Award	2005
<ul style="list-style-type: none"> • One of 20 public schools recognized state-wide for academic performance 	
Golden Apple School Award (DESE Incentives for School Excellence Grants)	1996
<ul style="list-style-type: none"> • One of 15 schools recognized state-wide for innovative grant funding 	
National Distinguished Principal–Missouri	1991
<ul style="list-style-type: none"> • One awarded per state • Nominated by peers 	

LICENSURE (MO)

- Superintendent K-12
- Principal K-8
- Elementary Education K-8

Shaun Johnson, PhD
Assistant Professor of Elementary Education
Towson University



Re: Director, Department of Education, state of IA

Susan Churchill:

Allow me to be brief. I am seeking a high-level leadership position in education. As such, I am an experienced educator and scholar. I know what I am talking about regarding education reform, policy, and how they intersect with politics.

If you seek someone who knows various educational issues inside and out, and has actual classroom experience, then that is me.

I appreciate your consideration.

Best wishes,

Dr. Shaun Johnson

Shaun Johnson PhD

Assistant Professor of
Elementary Education

Website: [REDACTED]

Email: [REDACTED]

Cell: [REDACTED]

Education

Doctor of Philosophy in Curriculum & Instruction at Indiana University (2009)

Major: Curriculum Studies

Minor: Education Policy

Dissertation: A Collaborative Intervention to the Lack of Male Teachers

Master of Arts in Teaching at The American University (2002)

Major: Elementary Education (K-6)

Bachelor of Arts at The American University (2000)

Major: Psychology

Teaching

Assistant Professor of Elementary Education, Towson University, 2009-present.

Perspectives in Urban Education

School & American Society

Professional Development School Internship Supervisor

Elementary Social Studies Methods

Practical Conversations on Gender in the K-12 Classroom

Classroom teacher, Potomac Lighthouse DC Public Charter School, 2012.

Taught 2nd grade four-week summer program

Volunteer Instructor, The Baltimore Free School, 2012.

Democracy and Education Reform; Info at <http://tinyurl.com/3tgrjk5>

Classroom teacher, Potomac Lighthouse DC Public Charter School, 2010-2011.

Taught combined 4th/5th grade four-week summer program

Instructor in Curriculum & Instruction, Indiana University, 2007-2008.

Men in Education and Male Teachers (graduate seminar)

Graduate Instructor in Curriculum & Instruction, Indiana University,
2005-2008.

Elementary Social Studies Methods

Field Experience Supervisor

Fifth Grade Teacher, Oakland Terrace ES (MCPS), Silver Spring, MD,
2002-2005.

Education Blog and Radio Show

At the Chalk Face
(2010-present): self-
produced weekly radio
show about current
issues in education on
Blog Talk Radio.

The blog chronicles
various issues within
education
[http://atthechalkface.c
om](http://atthechalkface.com)

Fifth Grade Teacher, Summer Extended Learning, Broad Acres ES (MCPS),
Takoma Park MD, 2004-2005.

Fifth Grade Teaching Assistant, Hyde ES (DCPS), Washington, DC, 2001-2002.

Teaching Assistant, Lab School of Washington, Washington, DC, 2000-2001.
Primary Classroom (Fall & Spring)
Secondary Media Literacy (Summer)
Primary Drama (Summer)

Peer Reviewed Publications

Johnson, S. (accepted, 2013). Plutocracy and education reform. *Journal of Education and Teaching*.

Johnson, S. (accepted, 2013). Year one as an education activist. *Workplace: A Journal for Academic Labor*.

Johnson, S. (2013). Mentoring men in early childhood education. In *Mentoring: Working with Diverse Populations*. New York: Allyn-Bacon.

Johnson, S. (2013). Stanley Aronowitz. In *Educating about social issues in the 20th and 21st centuries: An annotated bibliography*. (Pederson, J., & Totten, S., Eds). New York: Information Age.

Johnson, S. (2012). Book review: Critical theories, radical pedagogies, and social education: New perspectives for social studies education (DeLeon & Ross, eds.). *Theory and Research in Social Education*.

Boyle-Baise, M.L., Chu, M.C., Johnson, S., Serriere, S., & Stewart, D. (2011). Trying to revalue elementary social studies: Dilemmas and insights. *Social Studies Research and Practice*, 6:2, 135-150.

Johnson, S. (2011). A new perspective on the lack of men in education. In Watson, L. (Ed.) *Go where you belong: Male teachers as cultural workers in the lives of children, families and communities*. Boston: Sense Publishers.

Johnson, S. & Weber, B. (2011). Toward a genderful pedagogy and the teaching of masculinity. *Journal of Men's Studies*, 19(2), 138-158.

Johnson, S. (2011). Changing conversations on male teachers. In Harrison, M. & Schnarrs, P.W. (Eds.) *Beyond borders: Masculinities & margins: The 17th annual American men's studies association conference proceedings*. Harriman, TN: Men's Studies Press, 253-266.

Research Interests

Education Reform
Gender & Education
Masculinity & Men's
Studies
Elementary Social Studies
Service-learning
Urban Agriculture

Johnson, S. (2010). Still so few male teachers: Now what? *Young Children*, 65:2, 18-23.

Johnson, S. (2010). Men in education: Reframing the Gender Issue. In *Perspectives on Gender in Early Childhood*. Jacobson, T. (Ed). St. Paul: Redleaf Press.

Boyle-Baise, L., Hsu, M., Johnson, S., Cayot-Serriere, S., and Stewart, D. (2008). Putting reading first: Teaching social studies in elementary classrooms. *Theory and Research in Social Education*, 36:3, 233-255.

Johnson, S. (2008). The woman peril and male teachers in the early 20th century. *American Educational History Journal*, 35:1.

Johnson, S. (2008). Book review: Boys Adrift by Leonard Sax. *Journal of Men and Masculinities*, July 25, 2008, DOI 10.1177/1097184X08322615.

Education Policy Briefs

Johnson, S. 2008. The status of male teachers in public education today. Education Policy Brief, *Center for Evaluation and Education Policy*, Indiana University, 6:4.

Stanley, K., Spradlin, T., & Johnson, S. 2008. Models of state K-12 educational governance: Where does Indiana Stand? Education Policy Brief, *Center for Evaluation and Education Policy*, Indiana University, 6:1.

Johnson, S., & Spradlin, T. 2007. Alternatives to the traditional school-year calendar. Education Policy Brief, *Center for Evaluation and Education Policy*, Indiana University, 5:3.

Publications Under Review and Draft Form

Boyle-Baise, L., & Johnson, S. (draft in progress., 2013). Chapter 6: Store. In *Young Citizens of the World: Teaching Social Studies Through Civic Engagement* (Boyle-Baise & Zevin, 2009). New York: Routledge.

Johnson, S. (draft in progress). Conclusions from a course integrating service learning and community agriculture. For *Theory and Research in Social Education*.

Johnson, S. (draft in progress). A faculty member's return to the classroom. For *Rethinking Schools*.

Consulting

Game Designer and Education Consultant for an educational video game, Information in Place Inc., Bloomington, IN, April 2008—November 2008.

Digital Media and Public Forums

Daily contributor to my own education blog and radio show since 2010. See the following links:

- At the Chalk Face: <http://atthechalkface.com>
- At the Chalk Face Radio: <http://www.blogtalkradio.com/chalkface>

Regular contributor to *The Huffington Post*. See my author profile at:
<http://www.huffingtonpost.com/shaun-johnson>

Contributor to *Inside Higher Education*. See the following for examples:

- <http://www.insidehighered.com/views/2011/11/14/essay-need-academics-move-beyond-journal-articles>
- <http://www.insidehighered.com/views/2010/08/19/johnson>
- <http://www.insidehighered.com/views/2010/10/20/johnson>

Editorial for the *Baltimore Sun*. See the following link:
<http://www.baltimoresun.com/news/opinion/oped/bs-ed-school-testing-20110825,0,5413264,print.story>

Contributor to GOOD Magazine. See the following link:
<http://www.good.is/posts/why-america-s-prep-schools-aren-t-following-arne-duncan-s-public-school-education-reforms>

Contributor to EdVoices. See the following link:
<http://www.edvoices.com/blog/2011/05/19/straight-from-the-bullieds-mouth/>

Professional Presentations

Voices for Education 2013 at the 92Y Tribeca with Wendy Kopp, Matthew Bishop, Danielle Sachs, Shaun Johnson, Andrew Mangino, Harold O'Neal, Natalia Mehlman Petrzela, and Daniel Petter-Lipstein. Invited panel at the 92nd Street Y, April 4th, 2013, New York, NY.

Student Voices: Their Impressions of Education Reform (with student co-presenters Kate Chesser & Kristian Rusher). Presentation at the annual Progressive Education Summit, January 26th, 2013, Baltimore, MD.

You're @ the Chalk Face: Welcome to a Live, Online Taping of Progressive Edreform Talk. Presentation at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, November 15th, 2012, Seattle, WA.

Professional Affiliations

- Member-American Educational Research Association
- Member-American Men's Studies Association
- Member-American Association of University Professionals
- Member-National Council for the Social Studies

What is at Stake for K-12, Higher Education, and the Curriculum and Pedagogy Group in this Era of High Stakes Reform? Panel presentation at the annual meeting of the Curriculum and Pedagogy Group, November 7th, 2012, New Orleans, LA.

Opting Out of High-Stakes Testing: Why and How. Invited presenter at the first annual Save our Schools People's Convention, July 30th, 2012. Washington, DC.

Invited Panelist at the Occupy Wall Street Panel for the NEA Peace and Justice Caucus. National Education Association Representative Assembly, July 3rd, 2012. Washington, DC.

From Occupying the Department of Education to Occupying the Conversation on Education Reform: A Social Primer. Presentation at the annual Rouge Forum, June 22nd, 2012. Oxford, OH

Men in Early Childhood Education. Presentation at the annual meeting of the American Educational Research Association, April 14th, 2012, Vancouver, British Columbia.

Sowing Seeds, Sowing Action: Service-Learning and Urban Agriculture. Presentation at the annual meeting of the National Council for Social Studies, December 2, 2011, Washington, DC.

Social Studies Educators Engaged in Social Discourse: Role Models or Ignorant Activists? Panel presentation at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, December 1, 2011, Washington, DC.

Social Studies, Social Action, and Sustaining the City Farm. Paper to be presented at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, November 30, 2011, Washington, DC.

Clearing a Time-Honored Trail: Social Studies as a Pathway to Environmental Literacy. Panel presentation at the annual meeting of the Association for the Study of Literature and the Environment, June 22 2011, Bloomington, IN.

Social Studies, Social Action, and Urban Agriculture on a College Campus. Presentation at the annual meeting of the American Association of University Professors, June 11th 2011, Washington, DC.

The Manliness of Education Reform. Presented at the second event for Towson Spark, Towson University, May 4th, 2011.

- A Frank Discussion of Service Learning in Elementary Education* (student co-presenters Michelle Richardson and Emily Taylor). Presentation at the fourth Service Learning and Civic Engagement Conference, April 9th 2011, Owings Mills, MD.
- School-Based Community Gardens: A Growing Part of Area-Wide Brownfield Development*. Panel presentation at Brownfields 2011, April 5 2011, Philadelphia, PA.
- The Manliness of Education Reform*. Paper presented at the annual meeting of the American Men's Studies Association, April 1st-3rd 2011, Kansas City, MO.
- Invited panelist at screening of Race to Nowhere*. Held at Young Scholars of Central Pennsylvania Charter School, March 4th, 2011, State College, PA
- A Dearth of Diverse Masculinities in the Social Studies*. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, November 12th, 2010, Denver, CO.
- University Professors: Agents of Change or the Status Quo?* Presentation at the annual meeting of the American Association of University Professors, June 11th, 2010, Washington, DC.
- A Qualitative Intervention to the Lack of Men in Education*. Presentation at the annual meeting of the Ethnographic and Qualitative Research Conference, June 5th, 2010, Cedarville, OH.
- Urban Agriculture and the Towson University Garden Project* (along with Jeffrey Bothe & Liz Schatz). Presented at the Towson University Service-Learning and Civic Engagement Conference, April 10th, 2010, Towson, MD.
- Evaluating the Depictions of Masculinity in Elementary Social Studies*. Paper presented at the annual meeting of the American Men's Studies Association, March 26th, 2010, Atlanta, GA.
- Going Green and Eating Them Too: An Elementary Social Studies Unit About Food*. Presented at the annual meeting of the Middle States Council for the Social Studies, February 25th, 2010, Gettysburg, PA.
- Teaching Masculinity: Reframing the Male Teacher Conversation*. Paper presented at the 6th International Conference on Teacher Education and Social Justice, December 5th, 2009, Chicago, IL.

Understanding Gender in the Social Studies: Conversations about the Light—Considering the Shadows. Symposium participant at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, November 12th, 2009, Atlanta, GA.

Courageous Conversations: Collaborating with Teachers to Revitalize Elementary Social Studies. Paper presented at the annual meeting of the American Educational Research Association, April 14th, 2009. San Diego, CA.

Teaching Masculinity: Defining and Reframing Male Teacher Discourse. Paper presented at the annual meeting of the American Men's Studies Association, April 5th, 2009, Montreal Quebec, Canada.

Gender Justice and the Case for Male Primary Teachers. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, November 12th, 2008, Houston, TX.

A Collaborative Intervention to the Lack of Male Teachers. Paper presented at the 5th International Conference on Teaching and Social Justice, June 8th, 2008, Chicago, IL.

A Collaborative Intervention to the Lack of Male Teachers. Paper presented at the annual meeting of the American Men's Studies Association, April 4th, 2008, Winston-Salem, NC.

Putting Reading First: Teaching Social Studies in Elementary Classrooms. Paper presented at the annual meeting of the American Educational Research Association, March 27th, 2008, New York, NY.

Elementary Social Studies and the Omnivore's Dilemma. Poster session presented at the annual meeting of the National Council for Social Studies, December 1st, 2007, San Diego, CA.

The Teaching of Punk to Forge Common Understandings in Youth Culture. Paper presented at the annual meeting of the College and University Faculty Assembly of the National Council for Social Studies, November 28th, 2007, San Diego, CA.

The 'Woman Peril' and Male Teachers in the Early 20th Century. Paper presented at the annual meeting of the Midwest History of Education Society, October 19th, 2007, Chicago, IL.

Service Commitments and Committees

University Curriculum Committee (active): meets one evening per month

Treasurer of Local Chapter of American Association of University Professors (active): elected to two consecutive terms of one year each.

College Technology Committee (active): meets one afternoon per month.

Faculty Advisor for Local Chapter of Students for Education Reform (active).

Faculty Co-Advisor for Campus Community Urban Farm (active).

Department Diversity Committee (2011-2012): met once per month to conduct a diversity audit of our department.

College Awards Committee (2010-2012): met one afternoon per month to plan a spring Awards Day ceremony for faculty, staff, and students.

University Course Approval Reporting Committee (2010-2011): met one afternoon per month.

University Faculty Service Learning Fellow (2010-2011): met once per month to discuss integration of service-learning into current course.

Grants and Fellowships

Towson University Alumni Association Community Grant, Towson University, 2012. \$1000

Service-learning Fellows Grant, Office of Student Affairs, Towson University, 2010. \$1000

France-Merrick Research Grant, College of Education, Towson University, 2010. \$3000

Professional Development Grant, College of Education, Towson University, 2010. \$3000

Chancellor's Fellowship, Wright School of Education, Indiana University, 2005-2009. Four years tuition remission, associate instructor teaching contract plus annual supplementary financial award, fully funded one year off teaching to complete dissertation

Daisy Jones Fellowship, Wright School of Education, Indiana University, 2006. Financial award for dissertation research on men in education

References

Collegial and Professional References

Dr. Bess Altwerger. Towson University, *Department of Educational Technology and Literacy.* [REDACTED]

Dr. Lynne Boyle-Baise. Indiana University-Bloomington, *Department of Curriculum and Instruction.* [REDACTED]

Dr. Doug Pryor. Towson University, *Department of Sociology, Anthropology, and Criminal Justice.* [REDACTED]

Dr. Tim Slekar. The Pennsylvania State University-Altoona, *Education, Human Development, and Social Sciences.* [REDACTED]

Dr. Brenda Weber. Indiana University-Bloomington, *Department of Gender Studies.* [REDACTED]

Dear Department of Education Hiring Committee:

I am writing to apply for your position Director, Department of Education.

I am a flourishing beneficiary of educational opportunity. Thus, I am called to be an educator because I firmly believe all people must be given an opportunity to compete for the fruits of American society regardless of the class into which they were born. This helps ensure our society is built upon talent and not privilege.

Along with being an educator, I am also a U.S. Air Force Reserve commissioned officer. I was activated after the September 11, 2001 attacks under Presidential Reserve Call-Up Authority and recently returned from war in Iraq.

Considering these diverse experiences combined, I believe you will find the following cumulative aspects of my background exceptionally attractive:

- * Skills, Abilities, & Experience. Project team leader, supervisor, and manager; school-, district-, and higher education administrator; data analyst and evaluator; graduate university traditional and online educator and researcher; curriculum developer.

- * Communication Skills. Expert public speaker and presenter. Tech savvy. Office master. Established magazines, newspapers, and newsletters. Scripted the Multi-National Forces-Iraq Commanding General's testimonies to congress.

- * Supervisors' Remarks. Curious, intelligent, and thoughtful; enthusiastic; diplomatic; energetic; confident; adaptable and collaborative; detailed problem-solver and decision maker; customer oriented; resourceful; ready and able to learn; mission driven.

Given the fit between my calling and your educational mission, the Department of Education can be confident that I can brilliantly fulfill the duties of Director, Department of Education.

Thank you for your consideration.

Sincerely yours,

David E. Johnson, Ed.D.

DAVID E. JOHNSON, ED.D.

OBJECTIVE To ensure PK-12 educational opportunities are available to today's learners as they were for me, using my diverse talents, knowledge, skills, and abilities in a significant administrative role.

- PROFILE**
- Recognized leader and manager with extensive academic preparation and rich experience in education and military service.
 - School- and district-level administrator, university educator, and higher education trustee board leader.
 - Dedicated U.S. Air Force Reserve commissioned officer who recently returned from war in Iraq, and who supported OPERATION IRAQI FREEDOM and OPERATION ENDURING FREEDOM under PRESIDENTIAL RESERVE CALL-UP AUTHORITY in various critical settings and capacities.
 - Skills include researching, evaluating, analyzing, writing, and presenting in content areas as diverse as curriculum and instruction to Intelligence and national security.

ACCOMPLISHMENTS

Leadership and Effectiveness

- Administered cooperative education, technical education initiative, and School-to-Work programs, thereby ensuring enlarged and future- and technology-oriented educational opportunities for all students.
- Built, awarded, and managed institutions' grants, general funds, capital funds, and transportation budgets, successfully guiding departments, schools, and districts through strategic budgetary specifications and unforeseen reductions.
- Formulated a faculty teaching-portfolio and award process, assuring deserving faculty members were recognized by the wider community for their distinguished teaching, scholarly, and service achievements.
- Managed large-scale assessment programs for Washington D.C., West Virginia, and Fort Worth and Houston school districts totaling more than \$2,000,000 in revenues, resourcefully meeting company and customer goals.
- Directed \$12,000,000 college capital campaign from inception and implementation to triumph, providing student scholarship support, academic chairs, and unrestricted funds for operations and maintenance.
- Organized and led college alma mater fundraising project garnering an unprecedented \$58,611, thus increasing student academic scholarships and fellowships and strengthening college persistence.
- Directed the Combined Federal Campaign as the HQ U.S. European Command Manager, raising a bountiful \$365,359, supporting worldwide humanitarian, educational, and social support activities.
- Spearheaded employing statistical processes testing covariance of donations to donor-characteristics to identify key prospects, successfully reducing the number of personal calls while increasing the average gift amount.
- Employed interpersonal skills to lead a 15-member Intelligence team, leveraging their strengths and talents to meet Air Force Reserve Inspector General compliance requirements, resulting in a FULLY COMPLIANT rating and a SUPERIOR TEAM award.
- Supervised the Combined Intelligence Operations Center, Multi-National Forces-Iraq, solving multifaceted problems and achieving on-time delivery of over 2,800 multiple Intelligence products.
- Collaborated with other HQs organizations to structure the content and performance of the Multi-National Forces-Iraq commanding general's weekly Joint Campaign Plan briefings, allowing him to determine whether national wartime strategic objectives were being met.
- Developed 25 information briefs for the Multi-National Forces-Iraq commanding general, which allowed him to speak authoritatively in testimonies to the U.S. Congress and briefings to the Secretary of Defense.

Curriculum and Instruction

- Developed and enacted an academic achievement plan by establishing academic standards, auditing the written curriculum to standards, and then aligning curriculum guides and assessment materials; in so doing ensuring students were prepared for and beyond statewide standardized tests, thereby improving academic achievement and test scores.
- Supervised and monitored textbook, instructional materials, software, and equipment selection, resulting in materials that met effective pedagogical principles, as well as state school board and local community standards.
- Collaborated with district music teachers to successfully align the district curriculum to state standards;

and through these means, identified and complied with the requirement for a keyboard component.

Research, Evaluation, and Data Analyses

- Directed statewide testing programs for districts, analyzed and reported results, and then led process-improvement methods to isolate and address impediments, resulting in continuous academic improvement.
- Employed *SPSS* statistical processes to analyze suspensions and expulsions by race and/or ethnicity, using the findings to effectively resolve community accusations of the racist application of student discipline.
- Created and regularly delivered a *dashboard* report to college foundation board of trustees, easily keeping trustees, board members, and institution representatives abreast of critical board and school measures of effectiveness.

Relations with the Public

- Represented school districts in meetings and events, and to print and visual media outlets, consequently increasing community involvement and improving public confidence and satisfaction with school districts.
- Coordinated and participated in MLK-Day commemorative *day-on*, developing district-wide curricula and hosting nationally renowned guest speakers such as Clarence Paige to address the community in symposia and convocations.
- Sponsored the Democratic Culture Committee, whose mission was to enhance the principles of equality of rights, opportunity, and treatment, and in this manner ensuring the full representation of and support of diverse cultures.
- Administered district-wide racial sensitivity training for school personnel, enlightening personnel to cultural differences.
- Guided the development and publishing of annual performance reports and department newsletters, keeping both the external and internal community informed.

EXPERIENCE

- Associate Superintendent, East Allen County Schools, New Haven, IN, 3-years.
- Assistant Principal for Instructional Services, North High School, Columbus, 5-years.
- Member/Vice President, Board of Trustees, Potsdam College (NY) Foundation, 14-years.
- Associate Faculty, Educational Leadership and Policy Studies, University of Texas at San Antonio, 3-years.
- Program Manager, Harcourt Educational Measurement/Pearson Assessment and Information, San Antonio, TX., 9-years
- Associate Faculty, Indiana University-Purdue University, Columbus, IN, 4-years.
- Eli Lilly Foundation Fellow in Urban Educational Leadership, Indianapolis Public Schools, Indianapolis, IN, 1-year.
- Assessment and Evaluation, Roosevelt School District, Phoenix, AZ, 1-year.
- Senior Program Evaluator, Edgewood Independent School District, San Antonio, TX, 1-year.

MILITARY SERVICE

- Senior Intelligence Officer, 514th Operations Support Squadron, McGuire AFB, NJ, 2-years. Current rank: Colonel.
- Senior Intelligence Duty Officer, HQ Air Mobility Command, Scott AFB, IL, 3-years.
- Intelligence Officer, HQ AF Space Command, Peterson AFB, CO, 2-years.

EDUCATION

- Doctor of Education, Indiana University, Bloomington. Emphases in higher education administration and music education administration.
- Master of Education, South Dakota State University-Brookings. Emphases in secondary school administration and counseling.
- Master of Music, State University College, Potsdam, NY. Emphasis in music education.
- Bachelor of Music, State University College, Potsdam, NY. Emphasis in music education.

CERTIFICATIONS

- Superintendent, PK-12, 2013, Arizona.
- Superintendent, EC-12, Standard, 2016, Texas.
- School District Administration, Permanent, New York.
- Principal, EC-12, 2016, Texas.
- Music, K-12, Permanent, New York.

AWARDS & DECORATIONS

- Defense Meritorious Service Medal
- Air Force Meritorious Service Medal
- Air Force Commendation Medal
- National Defense Service Medal with one device
- Anne Patterson Graduate Paper Award



Fax Cover Sheet

To: Susan Churchill From: Dr. Anthony Limoges
Fax: 515 242 6450 Date: 6/21/13
Phone: [REDACTED] Pages: 6
Re: Director Position #12221BR CC:

☐ Urgent ☒ For Review ☐ Please Comment ☐ Please Reply ☐ Please Recycle

Comments:

Thank you for this opportunity.
I have also filled out the online application.
Included:
- Cover Letter
- Resumé
- Salary Requirements

Sincerely
Dr. Anthony J Limoges
[Signature]

JUN 21 10:44AM
1-104 P.006/006 1-887
June 21, 2013

Attn: Susan Churchill
Iowa Department of Administrative Services
Hoover State Office Building
1305 East Walnut, Level A
Des Moines, Iowa 50319-0150

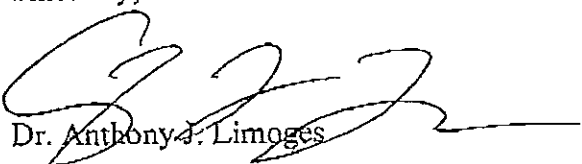
Dear Ms. Churchill

Please accept this letter as application for the Director (#12221BR) position currently available with the Iowa Department of Education. My resume and cover letter is enclosed for your review and consideration.

In response to your request, my salary requirement would range from \$135,000 to \$145,000. With specifics that are flexible and negotiable, dependent upon such factors as benefits, total scope of responsibility, and comparable compensation for similar job positions.

My experience has afforded me opportunities to support youth and the education process on many levels. I believe my passion, work ethic, and ability to innovate would be a positive addition to your organization. I look forward to meeting with you and to learn more about the Iowa Department of Education, the vision, goals, and how I might contribute to its continued success. I encourage you to contact my references who will attest to all I have stated.

Sincerely,



Dr. Anthony J. Limoges

To Whom It May Concern,

My educational experience includes: student-teaching science and social studies in a rural middle school just outside of the Santee-Sioux Indian Reservation in Flandreau, South Dakota; a co-teaching inclusion-based science and social studies teacher at an awarding winning middle school in Hays, Kansas; a science teacher at a diverse urban middle school in San Jose, California; an assistant principal of a school transforming to the middle school concept in the migrant farming community of Gilroy, California; assistant dean of a private suburban Catholic high school in San Jose, California; High school assistant principal, community day and continuation school principal, middle school principal, and Director of Special Education with the rural Middletown Unified School District; South Region Principal for the San Diego County Office of Education, Juvenile Court and Community Schools; and finally as Principal of the diverse, urban South San Francisco High School. I believe my professional experiences and training demonstrate my dedication to working with all students with an obvious passion for the alternative learner.

My passion for students has manifested itself through a broad range of experiences. In the process of achieving my doctorate, the core of my research base has been on culturally responsive pedagogy, the achievement gap, special education and the alternative learner. I developed two programs dedicated to supporting the at-risk students through collaboration with a multitude of stakeholders in the community. Middletown Middle School was able to go from a Program Improvement School to a California Distinguished school in 5 years under my leadership. I have completed two books with World Book Publishing. *BRICKS and BRIDGES* outlines activities that I have found successful in helping at-risk youth, while using the music of Monte Selby as a catalyst. The *Bullying Workshop*, is a tool to support schools in their quest to eliminate bullying and its harmful effects from their school campus. I have also been blessed with the opportunity to share with colleagues across the country, via presentations at various conferences and district staff development trainings. I have also been given the opportunity to become part of the school accreditation process known as the Western Association of Schools and Colleges (WASC). I have been selected on multiple occasions to visit various schools across California and evaluate the quality of their program to determine their level of accreditation.

In my role with the San Diego County Office of Education, Juvenile Court and Community Schools, I was the instructional leader of 20 different educational programs serving the at-risk youth in locations around South San Diego County. I am proud to say that during my tenure that we have successful lessened the achievement gap by increasing CAHSEE passage rates, increasing the numbers of high school and GED graduates, while at the same time lowering the number of suspensions.

Currently, I am the Principal of South San Francisco High School. South San Francisco High School is a large, diverse, urban high school. During my time at South San Francisco High School we have effectively begun to implement the Response to Intervention Model (RTI) to ensure the academic success of our struggling learners. We have also implemented Professional Learning Communities (PLCs) in an effort to increase collaboration and data analysis across the various curricular areas. We have implemented to the "Co-teaching" method of inclusion within the Special Education Department. We have also reconfigured our English Language Learner program to model national best practices. Finally, I have also been given the opportunity to be the Lead Chairperson on the District Culture and Climate committee. I have facilitated groups of staff members from all of the district schools in their creation of a strategic plan to help improve the culture and climate of their school campuses.

As you can see, I am extremely passionate about my career and take great pride in all of the accomplishments that have occurred. As highlighted above, I am committed to education on all levels and the opportunities it can provide youth. I have worked in and with various types of districts ranging from 1500 to 140,000 students. I believe my passion, work ethic, and ability to innovate would be a positive addition to your organization in any capacity. I am excited about the potential opportunity to be a part of a team who will create policies that benefit youth. As you may have noticed, I am originally from the Midwest, and my wife and her family are from the Des Moines area. With 4 children, the opportunity to raise them in the Midwest represents a, 'going home,' of sorts for both of us. I encourage you to contact my references who will attest to all I have stated. I look forward to speaking with you.

Sincerely,

Dr. Anthony J. Limoges

Anthony J. Limoges

Home Phone:

Cell Phone:

Email:

Mission Statement:

To gain a position that allows me to model action-based leadership while working collaboratively in the quest to create programs and policies that develop youth to excel as 21st century learners.

Education:

Doctorate in Urban Educational Administration, University of Southern California, Los Angeles, California.
Dissertation: "Recidivism and Community Day School Students"

Masters of Science in Educational Administration, Fort Hays State University, Hays, Kansas.
Master's Project: "Gangs in Schools and Communities: A Case Study"

Bachelor of Science in Secondary Education and History, South Dakota State University, Brookings, South Dakota
Middle School Endorsement, Social Science Minor, Coaching Certificate

Credentials:

California Clear Single Subject: Social Studies

California Clear Administrative Credential

Professional Experience:

South San Francisco Unified School District, 398 B Street, South San Francisco, California

- Principal, South San Francisco High School
- Chair, District Culture and Climate Committee
- South San Francisco Unified School District Board of Trustees 2013 Golden Apple Award Recipient

San Diego County Office of Education, 6401 Linda Vista Road, San Diego, California

- Juvenile Court and Community Schools
- Principal, South Region

Middletown Unified School District, 20932 Big Canyon Road, Middletown, California

- Director of Special Education/Alternative Education, Middletown Unified School District
- Principal: Middle School, Community Day School, Continuation High School, Summer School
- Assistant Principal, Middletown High School

Archbishop Mitty High School, 5000 Mitty Way, San Jose, California

- Assistant Dean of Students
- Summer School Principal
- American History/World History Teacher

Gilroy Unified School District, 385 IOOF Avenue, Gilroy, California

- Assistant Principal, South Valley Junior High

Evergreen Elementary School District, 3190 Quimby Road, San Jose, California

- GATE/General Science Teacher, Quimby Oak Middle School

Hays Unified School District, 323 W. 12th Street, Hays, KS

- Inclusion Co-teaching Science, Inclusion Co-teaching Social Studies Teacher, Felten Middle School

Other Educational Experience:

Peninsula Athletic League (PAL) Board of Mangers, Redwood City, CA

-President

South San Francisco Coalition on Safe Neighborhoods, South San Francisco, CA

-Part of coalition involving a multitude of city and county stakeholders creating a strategic plan to make South San Francisco a healthier environment for all citizens.

Western Association of Schools and Colleges School Visitation Team, Various Schools, California

-Accredited various schools and educational programs in California based upon WASC standards.

Western Association of Schools and Colleges Action Plan Team, South San Francisco High School, South San Francisco, CA; Archbishop Mitty High School, San Jose, California.

-WASC(Western Association of Schools and Colleges) action team developed school accreditation plan. Was director of the team in direct communication with WASC visitation committee enroute to accreditation approval.

Association of California School Administrators

-State Secondary Schools Council, Region 4 Representative
-Lake County Charter, Member Services Representative
-ACSA Region 4 Secondary School Principal of the Year

National Gang Crime Research Center, Chicago, Illinois

-K-12 Gang Specialist Certification

BRICKS, Middletown High School, Middletown, California

-Created high/middle school prevention program focused on supporting at-risk high students. Created curriculum and experiences to provide students with various tools that will aid them in achieving success on all levels.

BRIDGES, Middletown Unified School District, Middletown, California

- Developed, with the assistance of key community leaders, a prevention program for teens on Friday and Saturday evenings that give students safe and positive alternative activities.

Neighborhood Liaison, Archbishop Mitty High School, San Jose, California

-Key communicator for neighbors and City of San Jose officials concerning school events, and day-to-day issues.

Peer Resource/Conflict Resolution Coordinator, Quimby Oak Middle School, San Jose, California.

-Key communicator for neighbors and City of San Jose officials concerning school events, and day-to-day issues.

Governors Conference for Teen Leadership, (GCTL) Facilitator, Lawrence, Kansas

-Program developed leadership skills in conference participants. Facilitators direct group development and give presentations on a variety of topics such as: Respect, Communication, and Relationships.

At-Risk Program Coordinator, Felten Middle School, Hays, Kansas

-Developed at-risk program: PALS (Positive Alternatives to Loathing School.) Activities encouraged development of communicat self-esteem and organization. Based on Gardner's Multiple Intelligences.

North Central Accreditation Committee Member, Felten Middle School, Hays, Kansas.

-NCA(North Central Accreditation Committee) Developed, implemented and assessed school improvement model at Felten. Committee dealt with State Board of Education to meet the future educational needs of students.

Coaching Experience:

- Baseball: Fort Hays State University, Hays, KS; Archbishop Mitty High School, San Jose, CA; Thomas More Prep Marian, Hays, KS
- Football: Archbishop Mitty High School, San Jose, CA, Felton Middle School, Hays, KS

Staff Development and Conference Presentations:

- Bullying Prevention Through Climate Control* NMSA National Convention, Baltimore, MD; TMSA State Convention, Austin, TX; Nuts and Bolts Conference, Destin, FL, Boulder, CO; MMLE Conference, Hattiesburg, MS, NMMS, Omaha, NE; South San Francisco Unified School District, South San Francisco, CA; Woodside School District, Woodside, CA, CLMS Annual Conference, San Jose, CA
- Gang Prevention and Intervention*, NMSA National Convention, Indianapolis, Indiana; Baltimore, MD, Houston, TX; Nuts and Bolts Conference, Destin, FL, Boulder, CO; National Gang Crime Research Center National Convention, Chicago, IL; Migrant Education Area 3 Parent Conference, Middletown, CA; ACSA North States Convention, Reno, Nevada; CLMS Annual Conference, San Diego, CA
- Suspensions Don't Work*: Nuts and Bolts Conference, Destin, FL, Boulder, CO
- Problem Based Learning and the At-Risk Student*: Nuts and Bolts Conference, Destin, FL, Boulder, CO
- Get a Therapist: Bringing Your 'A' Game Everyday* NMSA National Convention, Indianapolis, Indiana; Baltimore, MD, Nuts and Bolts Conference, Destin, FL, Boulder, CO
- The At-Risk Learner* White Pine Middle School, Saginaw, MI
- Bricks and Bridges: Bridging the Gap to At-Risk Youth* NMSA National Convention, Indianapolis, Indiana
- Closing the Achievement Gap: A Systemic Approach* ACSA Every Child Counts Symposium, Monterey, California
- The Brain At-Risk* ACSA Symposium, Monterey, California, Nuts and Bolts Conference, Destin, FL, Boulder, CO;
- Bullying and the Special Education Student* ACSA Every Child Counts Symposium, Monterey, California
- Personalization and the The New Face of High School* Cattaraugus-Allegany BOCES, Olean, New York
- Problem Solving Across the Curriculum* CLMS Annual Conference, San Diego, California
- Classroom Within A Classroom Inclusion Model* KAMLE Annual Conference, Hays, Kansas
- Implementing Culturally Responsive Instruction*
- Co-Teaching: An Introduction to the Inclusion Model*

Publications:

- Limoges, A., (2010). *Bully Workshop*. El Paso: TX, Incentive Publications
- Limoges, A., Selby, M. (2009). *Bricks and Bridges*. El Paso: TX, Incentive Publications.
- Limoges, A. (2009). Proactive vs. Reactive: Practical Climate-based Strategies for Prevention. *Middle Matters*, 17(2).
- Limoges, A. (2008) Recidivism and community day school students. Ed.D. dissertation, University of Southern California, United States, (Publication No. AAT 3324981).

References:

- Alejandro Hogan, Superintendent, SSFUSD
 Jacqueline McEvoy, Assistant Superintendent, SSFUSD
 Mary Glover, Executive Director, JCCS
 Sean Morrill, Senior Director JCCS
 Korby Olson, Superintendent, Middletown Unified

Leadership at its best is not a technical act, it is a moral act. Phil Schlechty, 2008

From Common Core implementation to School Turnaround and from opening new school facilities to reshaping school culture and climate while motivating and developing teacher leaders, parents and communities, I submit my resume as a candidate for your next Director. Innovative leaders recognize that implementing change and facilitating new curriculum initiatives require building relationships and as Phil Schlechty stated in the quote above it is a moral act and not a technical act. It all begins and ends with all stakeholders' having a core belief, making decisions founded on that core belief, and creating a "systemic culture" built on what is best for children.

As an instructional leader, my schools have received the Louisiana State Department of Education distinctions for Exemplary Growth and Recognized Growth in their first year as school turnaround/recovery models. As a teacher, I have been afforded the honor by my colleagues as Teacher of the Year. I am an educator and my talents, knowledge and skills have led me from the classroom to school building level leadership. My experience in opening and closing schools, working with district and state oversight organizations, facilitating highly publicized community meetings regarding school closures and/or school turnaround models and increasing student achievement are outlined in my resume. While these accolades outlined in the resume are a blessing, I know that while change and innovation causes many differences, it presents unlimited opportunities I have embraced during my career and know they have led to greater classroom engagement and increased learning for all children.

My core beliefs are summed up in what I call the "Lego Effect". Leaders must connect with every facet of the organization both top and bottom. Relationships are built by earning trust and building respect around a common goal; what's best for children". Because of this approach, I have been able to establish credibility and success throughout my career. As Director, I will bring academic leadership credentials and proven success in raising student achievement while laying the foundation for successful schools and implementation of the Common Core Standards. Additionally, what captures people the most is my passion for energizing and challenging others to perform beyond the basic standard while monitoring and holding accountable myself and members of my team who are tasked with leading others to success.

I look forward to speaking with you about opportunities as your next Director. If your state and districts are in search of a disciplined educational leader, outstanding communicator, skilled relationship builder, implementer of professional learning communities, developer of competent and accountable leaders, and advocate for constant feedback, my credentials will be of great value to you, the students you serve and the community who have entrusted you with the wonderful opportunity to ensure the students of IOWA succeed.

Sincerely,

Kandiest Martin-Brock

Kandiest Martin-Brock

Mobile [REDACTED]

Home [REDACTED]

Email: [REDACTED]

EDUCATIONAL leader with a unique mix of school turnaround, implementation of Common Core Standards initiative, financial leadership, and implementation of new school technologies to increase academic performance. Experience developing dynamic teacher leader teams, creating a culture of accountability to improve student performance. Career accomplishments include opening a new school, school turnaround leader, implementing organizational change, working with District and State Oversight organizations and partners and teacher of the year.

Summary of Qualifications

Laying the foundation for successful school turnaround models
Development and implementation of Professional Learning Communities
15 Years Educational Experience
Innovative Financial Leadership with declining local revenue and state budget freeze
Common Core Implementation and Transitional Curriculum development
Facilitating team buy-in/Implemented Instructional Rounds

PROFESSIONAL EXPERIENCE

East Baton Rouge Parish School System Howell Park Elementary School

Baton Rouge, LA

Principal

2009–2013

School Turnaround Leader that initiated district and state initiatives. Fostered partnerships with outside providers, educational vendors, district and state leadership to develop strategic plan. Execution of educational objectives and goals. Preparation of monthly performance evaluations and key metrics for district senior leadership and executive directors. Developed operational and financial reporting documents consisting of data driven goals; evaluated monthly performance of staff while provided research on Common Core exemplars, released sample test items and assessments. Restructured budget to link to school improvement plan objectives which directly correlated to District strategic plan. Oriented teachers on new teacher evaluation rubric (COMPASS). Facilitated leadership meetings in addition to conducting professional development for parents and staff. Created and implemented new teacher orientation manual for school based induction program to support new teachers.

Key Accomplishments

- Louisiana State Department Distinction of a school with Recognized Growth of 10 points
- Implementation Common Core transitional curriculum and new state Teacher Evaluation Rubric
- Successful transition to Professional Learning Communities

East Baton Rouge Parish School System Greenville Elementary School

Baton Rouge, LA

Principal

2008 – 2009

Implemented successful school turnaround model exiting academically unacceptable status. Ensured compliance with State oversight organizations (i.e. Synesi Associates). Developed Memorandum of Understanding (MOU) with the Louisiana State Department of Education and District senior leadership. Shared best practices with the Louisiana State Department oversight agency, Synesi Associates, regarding current and past data trends. Ensured compliance with regulatory guidelines and the development of key research strategies to regain district control. Identified additional outsourcing opportunities to assist with afterschool tutoring, grant writing, parental and community involvement. Managed new initiatives and facilitated weekly operational meetings to discuss data points, targeted objectives. Provided recurring feedback and coaching to faculty and staff. Consulted with all stakeholders (parents, Synesi Associates, District Senior Leadership, outsourcing agencies, District accountability office and the Louisiana State Department of Education) to create reporting for desired objectives. Facilitated the process for closing the school and converting to a Middle School.

Key Accomplishments

- Greenville Elementary exited AUS status receiving the Louisiana State Department distinction of Exemplary Growth of 14.7 points
- Directed Positive Behavior In-school Support Initiative leading to a 50% decrease in discipline and improved parental survey results of 80% satisfaction.
- Identified opportunities through outsourcing and grant resources to secure afterschool tutoring and part-time interventionist.

East Baton Rouge Parish School System Winbourne Elementary School

Baton Rouge, LA

Principal

2007 – 2008

Attended daily budget meetings and/or conference calls with the Chief Financial Officer, contractors, central office department heads and the Superintendent. Facilitated adjustments in financial allocations while Meeting with contractors on additional budgeting request due to a variety of issues (i.e. technology, student desk, dry erase boards, etc.) Strategized with curriculum specialist, department leaders, board members, parents, teachers, and vendors prior to develop budgets. Hired personnel worked with state oversight organizations to facilitate the hiring of state approved tutoring organizations. Conducted parental Involvement workshops and met with media outlets to communicate district goals and strategic plans for the new facility.

Key Accomplishments

- Opened new school facility within two days of construction completion
- Facilitated the move of 500 new students from 5 other district schools to the new school
- Set up the foundation for a successful school (Identified process gaps, coordinated process improvements and developed procedures for organizational structure)

East Baton Rouge Parish School System Forest Heights Academy of Excellence

Baton Rouge, LA

Teacher

2003 –2006

Worked extensively with the District magnet coordinator and Principal on budgetary purchases (classroom furniture, stage and lighting equipment, instructional materials, etc.) Traveled with Principal to other districts across the state. Researched innovative technologies and equipment that would accelerate our program to a nationally recognized state of the art facility, presenting plans to the community via media outlets and to the State School Boards Association. Met with the District Communications Director to create a marketing plan to attract private school and charter students back to the parish public schools. Created a comprehensive three year budget and curriculum for the performing arts.

Key Accomplishments

- Teacher of the Year
- Selected by Central Office to participate in Principals for Tomorrow Leadership Program
- National Blue Ribbon Elementary School

East Baton Rouge Parish School System Park Forest Middle School

Baton Rouge, LA

Teacher

1998 – 2003

Served as English Department Head. Established departmental goals worked with colleagues to develop goals and objectives. Collaborated with teacher teams to establish a Junior Beta Club and Drama Club. Organized parent patrol and student activities to increase parental and stakeholder participation.

Key Accomplishments

- Teacher of the Year
- Created Dramatic Arts Program
- Received the Superintendent's Commendation for Dramatic Arts and inclusion of students with disabilities

EDUCATION

Dallas Baptist University Superintendent Certification Program

May, 2013

Proact Search Firm SUPES Academy Leadership Development program

April, 2013

Harvard University Graduate School of Education -- School Principal's Turnaround

June, 2012

Southern University and A&M College - Master Degree in Administration

August, 2007

Louisiana State University- Alternate Certification in English and Speech

August, 2004

Southeastern Louisiana University- English as a Second Language Certification

December, 2004

Southeastern Louisiana University - Bachelor of Arts Mass Communications

May, 1997

PROFESSIONAL MEMBERSHIPS

Louisiana Association of Principals (LAP)

Association of Supervision and Curriculum Development (ASCD)

Delta Sigma Theta Sorority Inc.

Talent Record: Paska, Lawrence

June 19, 2013

To Whom It May Concern:

I wish to express my interest in the position of Director, Department of Education.

My vision is to ensure that all students and teachers have the knowledge, skills, and opportunities to reach their full potential, in learning environments that are competency-based and responsive to personal needs and goals. I desire to lead Iowa's educational reform initiatives, particularly in supporting all students to enter college and career, and in recruiting, retaining, and strengthening the teaching workforce through career pathways, a clear and fair accountability system, and sustained professional development.

I have fifteen years of experience in education. For over nine years, I have served in progressively responsible leadership roles at the New York State Education Department (NYSED), including four years as a manager. NYSED supports a prekindergarten – grade 12 system of 2.8 million students and nearly 700 school districts. As the administrative arm of the University of the State of New York, it includes the state's cultural and higher education institutions, 48 licensed professions, vocational rehabilitation and adult education services, and public broadcasting facilities.

My experience includes work with education stakeholders from multiple constituencies to inform the Board of Regents' Reform Agenda. I directly led the development of the Board of Regents' Statewide Learning Technology Plan, working with Board members, superintendents, teachers, parents, students, and community members. I organized a panel of national experts to inform the Regents; convened nine regional community forums for Board members, leaders, parents, and community members to provide input; and collected 20,000 online surveys from teachers and students. As a result, the Board of Regents approved the plan.

I currently lead the Office of Educational Design and Technology, coordinating educational technology programs, school library services, and a transition to the Common Core and computer-based testing through access to and funding for learning technology. One current project is a Virtual Advanced Placement Program across 17 school districts and Boards of Cooperative Educational Services (BOCES). While serving as the Coordinator of Technology Policy, I was also selected for two interim positions. As the Interim Director of Curriculum Services, I managed the launch of a Race to the Top-funded competitive grant to develop Common Core-based curriculum modules and professional development in English Language Arts and Mathematics. As the Interim Chief of Student Support Services, I partnered with a task force of over 30 statewide organizations (from health and safety officials to attorneys) to develop policy and regulation for the new Dignity for All Students Act, a major statewide anti-bullying law. I have experience with federal education issues and collaboration with other state education agencies. I served as New York's state coordinator in the Innovation Lab Network from the Council of Chief State School Officers.

Prior to state service, I taught social studies in grades 7-8. I currently teach a graduate-level methods course at a local university. My doctoral research focused on student achievement on a media-enriched assessment in a middle school classroom. I graduated from NYSED's year-long Leadership Academy, which culminated in research and presentation to the Board of Regents on strengthening connections between the State Boards for the Professions and school districts. Several research recommendations were enacted by NYSED to promote college and career readiness.

I look forward to meeting with you and sharing my vision for educational leadership in Iowa. Please contact me by phone at [REDACTED] and by e-mail [REDACTED]. Attached is a copy of my résumé. Thank you for your consideration.

Sincerely,
Lawrence M. Paska, Ph.D.

LAWRENCE M. PASKA, Ph.D.

PROFESSIONAL PROFILE

- Accomplished educational leader seeking a leadership role in state education.
- Proven track record in curriculum and instruction, educational technology, assessment, professional development, educational policy, and management in diverse settings.
- Excellent communication and interpersonal skills; experienced presenter, facilitator, and collaborator; frequently selected as liaison to national, state, and local organizations.
- Recognized by colleagues and team members as visionary, focused, articulate, and collaborative.

SKILLS

Visionary Leadership
Strategic Planning
Program Administration
Supervision

Curriculum and Instruction
Instructional Technology
Policy Development
Teaching on Multiple Levels

Presentation
Communication
Grant Development
Collaboration

EDUCATION

University at Albany, Albany, New York August 2005 – May 2010
Ph.D. in Curriculum and Instruction with a specialization in Learning and Teaching
Dissertation: "Does Film Affect Learning Engagement?: Historical Inquiry and the Document-Based Question in a Middle School Social Studies Classroom"

Hunter College, New York, New York August 2001 – May 2003
Certificate of Advanced Study in Educational Administration and Supervision

Union College, Schenectady, New York June 1997 – June 1998
M.A.T. in Social Studies

Union College, Schenectady, New York September 1993 – June 1997
B.A. in History, *cum laude*

CERTIFICATION

- School District Administrator (SDA), New York State
- Social Studies, Grades 7-12, New York State

LEADERSHIP EXPERIENCE

New York State Education Department, Albany, New York April 2004 – Present

Responsibilities: Oversee the effective integration of technology to transform learning environments statewide. Coordinate information, communication, and professional networks to support innovations that maximize school and learner success. Develop curriculum and instructional resources, assessments, grants, regulations, policy statements and guides, and professional development programs for P-12 education in New York State.

Average Hours per Week: 50 + hours as Coordinator and Interim Director/Chief; 40 hours as Associate

Coordinator of Technology Policy (April 2009 – Present)

- Promoted to a managerial position, and entrusted with the development of the Office of Educational Design and Technology, in recognition of strong leadership abilities; supervise staff and programs in educational technology and school library services.
 - Selected for two consecutive interim leadership positions, while simultaneously serving as Coordinator of Technology Policy, based on a proven ability to organize effective teams and complex operations.
 - Developed the Board of Regents' Statewide Learning Technology Plan through collaboration with and input from diverse stakeholders, and through regional community forums and student/teacher surveys.
 - Wrote state policies and regulations for online and blended learning in P-12 education; provided learning technology oversight to what is recognized as the most complete, interconnected system of educational services in the United States.
 - Managed over \$20 million (Race to the Top funds) for virtual learning, including 17 Virtual Advanced Placement Program grants in school districts and Boards of Cooperative Educational Services (BOCES).
 - Coordinated a \$5 million professional development program for science, technology, engineering, and mathematics (STEM) teachers in grades 7-12.
 - Supported districts and organizations on technology aid and infrastructure capacity to implement Common Core standards and assessments, data-driven instruction, and teacher/leader effectiveness.
 - Served as the Statewide Readiness Coordinator for PARCC (Partnership for Assessment of Readiness for College and Careers) assessments.
 - Represented the Commissioner of Education on state and national panels; conducted keynote addresses, workshops, and seminars on the integration of standards, curriculum, technology, and assessment.
 - Served as State Education Department liaison to the Council for Chief State School Officers' Innovation Lab Network, the Northeast Regional Educational Laboratory's College and Career Readiness Alliance, and the Board of Regents' Technology Policy and Practices Council.
- Co-chaired the Dignity for All Students Act Task Force's curriculum and instruction work group, creating curricular resources and evaluation tools for district-wide instructional programs.

Interim Chief of Student Support Services (March – July 2012)

- Led initiatives in social and emotional development and learning through the management of expanded learning programs; school/student health and safety; alternative education; and Pupil Personnel Services.

Interim Director of Curriculum Services (July – December 2011)

- Supervised Common Core Learning Standards implementation across content areas and through funding of curriculum modules with professional development in English language arts and mathematics.
- Administered programs in the arts, English language arts, mathematics, middle level education, physical education, science, and social studies.

Associate in Instructional Services, Social Studies (April 2004 – April 2009)

- Led New York State's P-12 social studies program through professional development for administrators and teachers on the state learning standards, curriculum, and instruction.
- Implemented New York State's P-12 social studies testing program by conducting test item writer trainings for teachers, facilitating test development committees, and editing test items.
- Coordinated the Board of Regents' Louis E. Yavner Teaching and Citizen Awards (for education about the Holocaust and other human rights violations) and participation in the U.S. Senate Youth Program.
- Created and managed a \$3.3 million competitive grant program for Project SAVE (Safe Schools Against Violence in Education), increasing civility, citizenship, and character education.

- Selected as a member of the New York State Education Department Leadership Academy.
- Organized strategic statewide initiatives on international and civic education, literacy, educational technology, and cultural competence through the development of multiple partnerships with national, state and local organizations.
- Served on workgroups for school accountability and parent/family partnerships, resulting in policy guidance to support school districts in a new statewide accountability system.

TEACHING EXPERIENCE

Adjunct Lecturer – University at Albany, Albany, New York (August 2010 – Present); Mercy College, Bronx, New York (August – December 2003); College of New Rochelle, New Rochelle, New York (July 2002 – March 2004)

Responsibilities: Presently teach graduate-level secondary social studies methods courses in online and blended formats (University at Albany). Previously taught graduate-level courses in a Master of Learning Technology program (Mercy College), and film and history courses to K-12 teachers through the New Rochelle Staff Resource Center (College of New Rochelle).

Average Hours per Week: 15 – 20

Social Studies Teacher – Grades 7-8 – City School District of New Rochelle, New Rochelle, New York (September 1999 – April 2004); Oceanside Union Free School District, Oceanside, New York (September 1998 – June 1999)

Responsibilities: Taught U.S. and New York State History courses. Supervised department-level budgeting, curriculum mapping, and formative assessments as co-coordinator of Humanities Department (2003-2004).

Average Hours per Week: 50 – 60

PROFESSIONAL AFFILIATIONS

- Association for Supervision and Curriculum Development (ASCD)
- International Society for Technology in Education (ISTE)
- Learning Forward New York – Board member, ex-officio
- New York State Association for Computers and Technologies in Education (NYSCATE) – Board member, ex-officio
- State Educational Technology Directors' Association (SETDA)

PUBLICATIONS

- Paska, L. M. (2012). Internet safety and school culture: State education support for schools. *Albany Law Journal of Science & Technology* 22, pp. 583-603.
- Snyder, C., Oliveira, A. W., & Paska, L. M. (2012, November). STEM career changers' transformation into science teachers. *Journal of Science Teacher Education*.
- Paska, L. M. (2011, May 11). The school-Internet 'relationship' and its impact on online learning. *Education Week* 30(30), pp. 29, 32.
- Paska, L. M., & Yan, Z. (2011). Internet addiction in adolescence and emerging adulthood: A comparison between the United States and China. In H. O. Price (Ed.), *Internet Addiction*. Hauppauge, NY: Nova Science Publishers.

SELECTED PROFESSIONAL SERVICE

Member, College Board Re-Design Committee

Spring – Fall 2011

- Served on New York team to revise the AP United States History Curriculum Framework.

Chair and Vice-Chair, Research Community, National Council for the Social Studies

Fall 2007 – Fall 2009

- Coordinated a group of social studies education professionals interested in theory, research, and practice.

HONORS AND AWARDS

Nominee, Presidential Distinguished Doctoral Dissertation Award, University at Albany

Spring 2010

Dissertation Research Fellowship Award, University at Albany

Fall 2009 – Spring 2010

Honors Senior Thesis: "The New Art: Photography and the Civil War Era"

Spring 1997

Dean's List Scholar, Union College, Schenectady, NY

Spring 1994 – Spring 1997

SELECTED PRESENTATIONS

Keynote Presentations:

- New York State Attendance Teachers Association (2013 annual conference)
- Northeast Regional Information Center Technology Awareness Day (2009 annual conference)
- Rochester Area Council for the Social Studies (2004 and 2007 annual conferences)

Panel Presentations:

- "Building Better Teachers: New York State Initiatives and the Professional Development for Advanced Coursework in STEM Program", College Board Middle States Regional Forum (February 2013)
- "The Bigger Picture About Blended Learning: State and National Perspectives", NYSCATE (Feb. 2013)
- "Cyberbullying from Classroom to Courtroom: Approaches to Protecting Children in a Digital Age", Albany Law School Journal of Science & Technology Fall Symposium (October 2011)
- "The View from the Field: A Panel Discussion on the Implementation of the Common Core Learning Standards", New York State Council of Educational Associations (October 2011)
- "Online Learning: National and New York State Perspectives", Lower Hudson Regional Information Center (January 2011)

National Conference Presentations:

- Panelist (representing the Commissioner of Education), "Partnership for Next Generation Learning", Next Generation Learning Network Meeting, Cincinnati, OH (October 2010)
- Presenter, "Building Partnerships Between Professional Associations and State Education Departments", National Council for the Social Studies, Kansas City, MO (November 2005)

COMMUNITY SERVICE

Secretary, Northeast Career Planning Board of Directors, Menands, NY

September 2010 – Present

Vice-Chair, Helderberg Neighborhood Association, Albany, NY

January 2012 – Present

Past-President, Village Stage (local community theater), Albany, NY

January 2008 – May 2011

DAVID R. ROGERS



June 16, 2013

Susan Churchill
Iowa Department of Administrative Services
Hoover State Office Building
1305 East Walnut, Level A
Des Moines, IA 50319-0150

Dear Governor Branstad,

Excited by the positive opportunity to serve that awaits the future Director of the Department of Education for the State of Iowa, I forward my letter of application and supporting vitae to you. The State of Iowa is renown for its educational culture of excellence and the desire for continued culture progress. Proactively student centered, optimistic, and committed, I believe transparent, cooperative service leadership with gratitude is paramount. An educational culture empowered by professional growth enables all students to become life long learners, achieving high degrees of success.

Student safety and learning achievement has been the thirteen year leadership focus of my fiscally responsible and successful education service. This has included three Superintendent positions in districts of disadvantage, two in Iowa and one in Illinois. Preceding this experience were twenty-eight years of highly successful Iowa classroom instructional service in Oskaloosa. Productive private business leadership experience has enriched my leadership in education with a background endowment of data driven, analytical skills based knowledge. Collaboratively attaining annual yearly progress in all attendance centers of the economically disadvantaged Pre-K through 12th grade districts where I have served students, I will visibly work with all stakeholders. We will build on the strong education foundation, positively, cooperatively leading, continuing to develop a lifetime culture of learning that provides and enables vision for tomorrow's State of Iowa's strength.

The platform "Doing What is Best for Students" has been the focus of my leadership and is the desired outcome of all stakeholders. Embracing the positive and proactive Landmark Legislation of the Governor and the 2013 Legislature establishing a teacher leadership structure on a State wide basis is the first step in securing the very best for all students. Creation of an implementation plan for this directive and its effective delivery will be paramount to the success for all students and their futures as they prepare for a lifetime of work in the world of tomorrow.

I am available at your convenience for an interview to envision our future and look forward to this opportunity. The salary in my current position for next year is \$142,700. My application for this position is not about money or power, but rather, during my entire career it has always been about education and the children I have served. I extend my gratitude for your review of my application and look forward to your response.

Sincerely,

David R. Rogers
David R. Rogers, Ed. S.

DAVID R. ROGERS

PROFESSIONAL OBJECTIVE

- State of Iowa – Director of the Department of Education

EXPERIENCE

- **Superintendent** 2005-Present
Prophetstown-Lyndon-Tampico CUSD #3, Prophetstown, Illinois
- **Superintendent** 2002-2005
West Central Valley Community School District, Stuart, Iowa
- **Superintendent/Elementary Principal/Curriculum Director** 2000-2002
Russell Community School, Russell, Iowa
Director of Budget and Finance; Transportation, Maintenance, and Food Service Advisor
- **Sixth Grade Teacher/Coach - Grant Elementary School** 1972-2000
Oskaloosa Community Schools, Oskaloosa, Iowa
Instructor of math, science, social studies, reading and spelling
Coach of elementary academic and AAU teams achieving championship levels

EDUCATION

- **Educational Specialist Degree – Superintendent School Administration** 1980
Truman State University, Kirksville, Missouri
Certification for Elementary Principal, Secondary Principal and Superintendent Positions
- **Master of Arts - Elementary School Administration** 1974
Truman State University, Kirksville, Missouri
- **Bachelor of Arts** 1972
William Penn University, Oskaloosa, Iowa
Major: Elementary Education Minor: Speech

EDUCATIONAL CERTIFICATION/LICENSURE

- Iowa Superintendent Licensure Permanent Professional
- Iowa Evaluator License 2018
- Illinois Superintendent Licensure Type 75 Certification 2015
- Illinois Evaluation of Principals 2017

PROFESSIONAL AFFILIATIONS

- Phi Delta Kappa Induction 1976
- Illinois Association of School Administrators 2005-2013
- American Association of School Administrators 2000-2013

DAVID R. ROGERS
PAGE TWO

PROFESSIONAL LEADERSHIP HONORS AND AWARDS

- \$18.8 million Elementary School and Middle School construction project completion. 2011-2013
Financed by \$4.8 million cash reserve and a \$14 million Capital Development Board Grant.
- "SchoolSearch 2011 and 2006 Bright Star Award of Excellence". One of 79 Illinois districts 2011
awarded of 868 school districts. District enrollment is 53% economically disadvantaged.
- \$14 million dollar CDB Facilities Grant Award announced by Governor Quinn 2010
on October 20, 2010 to the Prophetstown-Lyndon-Tampico CUSD #3.
- High Schools That Work "Gold Award" for student achievement. 2009
- Illinois State Board of Education \$80,000 "High Schools That Work" Grant Award. 2006
- Financial Profile Designation "Recognition". 2006-2013
- Cambridge "Honors Edition" of the Who's Who Executive and 2006/2007
Professional Registry.
- Who's Who Among America's Teachers Nominee 1997 and 1998
Nominated by former students in their college years.
- Teacher Honoree Award from The Connie Belin and Jacqueline Blank Center 1996
for Gifted Education and Talent Development, Iowa City, Iowa.
- Service Toward Excellence in Math Education 1993
Presented by Grant Parent Teacher Organization.
- Southern Prairie AEA Annual 6th Grade Math Bee 1985-1996
8 First Place Teams; 4 second place teams, 3 third place teams
- State of Iowa 6th Grade Math Bee 1985-1996
Second and fourth place teams, 1990, third place team, 1993
State Champions 1991, 1992, 1993, 1995
- Iowa Award to classroom teacher for enthusiastic teaching and support in relation to Iowa 1974
Agriculture Award presented by Cedar Rapids Jaycees, conferred by Iowa Governor
Robert D. Ray.
- Honorable Discharge United States Army 1975

DAVID R. ROGERS
PAGE THREE

COMMUNITY/CIVIC ACTIVITIES

- Prophetstown Lions Club 2005-2010 Board of Directors
- [REDACTED]
- Prophetstown Education Foundation
- Prophetstown Chamber of Commerce
- Prophetstown Main Street
- Prophets Booster Club
- Prophetstown-Lyndon-Tampico CUSD #3 Advisory Committee
- Prophetstown-Lyndon-Tampico CUSD #3 PTO

BUSINESS EXPERIENCE

During my career as a classroom educator, I was engaged in the operation and ownership of a productive, family business. Leadership skills during my tenure fostered growth of five hundred percent and growth continues today. This leadership position afforded me experience and knowledge in human resources, safety, real estate, commercial development, public relations, construction, transportation, legal venues and resource management. Resource management experience developed skills in the areas of hedging and contract pricing of many commodities including electricity, natural gas, and petroleum fuels. This opportunity has been beneficial empowering proactive management in the school districts I have served.

DAVID R. ROGERS
PAGE FOUR

**LEADERSHIP: A SUPERINTENDENT'S COMMITMENT TO EXCELLENCE AT
PROPHETSTOWN-LYNDON-TAMPICO CUSD#3**

INSTRUCTIONAL PROGRAM

I Believe in "The Power of Positive Students".

- The world can be a more positive place for our children to live. Leading by example I write an average of three positive notes per day to staff members. I request that all certified staff members write two positive notes to students daily. I have encouraged all non-certified staff members to do this also. This action envisions and encourages the greatness in everyone.
- Successful as an Administrator and as a Teacher to date, I have been fortunate to empower the learning of children so that they could meet or exceed the desired level of academic achievement.

DISTRICT ACHIEVEMENT GROWTH IN 2012 COMPARED TO 2004:

	Reading	Math
• All Students	+16.8%	+13.9%
• Students With Disabilities	+39.2.%	+34.7%
• Economically Disadvantaged	+20.3%	+14.2%
• The Prophetstown-Lyndon-Tampico CUSD #3 met the expectations of No Child Left Behind for the first time in 2006. In 2007, 2008 and 2009 all of the district buildings met AYP, but the district did not in Special Needs Reading. Since 2007 to 2009 our High School has passed AYP with 20.3% growth in Reading and 18.6% growth in Math. In 2013 our District K-8 Buildings attained AYP and our High School received commendation for three consecutive years growth.		

DISTRICT FINANCE JULY 1, 2005 to JUNE 30, 2009:

Year	7/1/2005	7/1/2006	7/1/2007	7/1/2008	7/1/2009
Balance	\$6,505,883	\$6,901,464	\$8,060,107	\$8,684,758	\$8,930,234

- Property Tax Levy increase \$17,130
- Budget increased \$1,054,364 to \$8,826,584
- District expense increased \$3,054,661
- July 1, 2005 until July 1, 2009, the year end all fund balance increased \$2,424,350.
- The 2009 comparison date was used due to the change in Governor and State Aid School Funding.
- Collections increased \$277,330
- Salaries/benefits increased \$941,674
- District revenue increased \$3,378,330

TECHNOLOGY PROGRESS:

- July 1, 2005 through present the district technology infrastructure has continued with upgrades including the new I-Fiber and I-Cloud. District instructors are provided laptop computers and all classrooms have LCD projectors with supporting Smart Boards.

DAVID R. ROGERS

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TECHNOLOGY PROGRESS (CONTINUED)

- Purchase, installation and operation district wide of an STI (Software Technology Incorporated) student information network enables parent access and instruction information.. AIMS web and NWEA Maps programs are being utilized in our district for Best Practices K-12 assessment and student progress monitoring. A district notification network has been installed and is utilized often.

PRE-K-12 STUDENT ACHIEVEMENT AND LEARNING OPPORTUNITIES:

- July 2005 Our district began an aggressive program for district wide student learning embracing Inclusion supported by Differentiated Instruction.
- Jan. '06-'13 Our first in district dual credit class began. During the 2006-2007 school year we offered twenty-five hours of college dual credit authorized by Sauk Community College. Our dual credit program continues for the 2012-2013 school year offering 40 semester hours of AP and Dual Credit.
- July 2006 Our district began Pre-K-12 implementation of RtI (Response to Intervention). We continue utilization of the RTI process district wide.
- August 2006 We began a Certified Nursing Assistant instruction program. Eight of ten students passed their license exams. This program continues in 2013 with the addition of advanced clinical instruction.
- August 2006 Teen Leadership instruction began and continues for our Middle School students.
- August 2006 Construction of a \$200,000 new house began by our dual credit Construction Tech Education program and was completed at the end of the school year. The house sold in August 2007.
- August 2007 Construction of a new Board of Education meeting and staff development room with technology server space was completed by the Construction Tech Education Class in 2008.
- Nov. 2011 Construction of a new 6th/7th/8th Grade Attendance Center and a new Pre-K-5 Attendance Center for the students of P-L-T CUSD #3.

DAVID R. ROGERS
PAGE SIX

PRE-K-12 STUDENT ACHIEVEMENT AND LEARNING OPPORTUNITIES (CONTINUED)

- August 2007 Anti-Bullying, "Steps to Respect" began and continues for our K-5 grade students.
- August 2007 Internet safety instruction began and continues for all of our PK-12 students.
- August 2012 Future construction of a new bus barn supporting students is in the planning stage.

PROFESSIONAL DEVELOPMENT FOR CERTIFIED STAFF:

- The key to enabling student achievement excellence and Annual Yearly Progress success is found in significantly appropriate Professional Staff Development. Working collaboratively with teachers' organizations, the administrative team, and Board of Education members in previous districts were able to cooperatively affect and provide staff development programs.
- In the Prophetstown-Lyndon-Tampico CUSD #3 we are working district wide with our Regional Office of Education to deliver an effective and significantly appropriate staff development program. These developments will aid students in the endeavors of raising the bar for student success.
- July '05-'13 Inclusion and differentiated instruction professional development opportunities.
- July '05-'13 Grade level and subject area meetings embracing the Common Core Standards.
- July '05-'13 Staff development using the Illinois Interactive Report Card, STI and AIMS Web.
- July '06-'13 RtI staff development opportunities as we serve all children appropriately.
- July 2006 "Capturing Kid's Hearts" staff development program is offered and well received by sixty-seven percent of our staff. This staff program was the catalyst for Teen Leadership and Character Counts.
- July '06-'13 Receipt of an initial \$80,000 "High Schools That Work" grant from the Illinois State Board of Education has continued in yearly grant funding support.

DAVID R. ROGERS

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PROFESSIONAL DEVELOPMENT FOR CERTIFIED STAFF (CONTINUED)

- Sept. 2013 New teacher evaluation instrument approved and submitted by the Board of Education and Teacher Association to the State Board of Education. This document follows the Teacher Evaluation guidelines of Charlotte Danielson and the Illinois State Board of Education.
- February 2008 "Understanding the Theory of Poverty" by Ruby K. Payne, Professional Development program presented by Nellie DeHart.
- August 2008 RtI and Differentiated Instruction presentation to instructional staff by renown presenter "Dr. Alan Coulter".
- February 2009 "The Middle Matters" with David Shepard is being scheduled for our staff development day.
- July 2009 Smart Board training, utilizing instructors lap top computers and LCD projectors.

ADMINISTRATION TEAM PROFESSIONAL DEVELOPMENT:

- 2005-2013 Two principals completed their Specialist Degree. The Superintendent engages in more than twenty hours of Academy Credit class work for professional development and license certification.
- 2006 & 2009 "Get Motivated" Lessons in Leadership, presenters were Zig Ziglar, Rudy Giuliani, Phil Town, Steve Forbes, Suze Orman, George Foreman, Bryan Flanagan and Peter Lowe.
- 2008 Leadership Institute for Administrators.
- 2008 The Administrative Team completed instruction in the Three Minute Classroom Walk-Through evaluation process.
- 2012 The Administrative Team successfully completed the Charlotte Danielson and Illinois State Board of Education Evaluator Training Modules..

BOARD OF EDUCATION PROJECTS AND LEADERSHIP DEVELOPMENT:

- 2005-2013 In November 2005, we started work on preparing a new set of Board of Education Policies. The policies were adopted in November 2006 and are updated regularly.
- 2010 Board of Education completes Illinois Association of School Boards "TAG I".

DAVID R. ROGERS
PAGE EIGHT

BOARD OF EDUCATION PROJECTS AND LEADERSHIP DEVELOPMENT (CONTINUED)

- 2005-2013 The Board of Education attends the annual Illinois Association of School Boards Convention in Chicago and the Northwest Illinois Regional Fall and Spring meetings.
- January 2008 The Board of Education enrolled in the Illinois Association of School Boards "Targeting Achievement Through Governance".
- April 2009 National Association of School Boards convention in San Diego, California.

PHYSICAL PLANT AND TRANSPORTATION PROGRESS:

- Nov. 2005 Preparation and completion of a Health, Life Safety Project concerning sidewalks in the district. Bids exceeded \$200,000. Project completion was less than \$60,000.
- 2005-2013 The beginning year mileage on our bus fleet of 24 has decreased by 300,000 miles due to bus trades and purchase upgrades. We are upgraded our support vehicles with new van purchases.
- 2005-2013 Contract purchasing of future and yearly district energy needs including; gasoline, natural gas, and electricity. This practice is also utilized for all insurance services.
- 2005-2013 District roof replacement where matching facilities grants from the Illinois State Board of Education have been received for these projects.
- 2008 Secure and install new gymnasium seating at Prophetstown Elementary and Tampico Middle School. Purchase New Visitor Sports Complex seating.
- 2011 Purchase and install new Sports Complex Lighting for the Football Field, Track, Baseball and Softball Fields.

DAVID R. ROGERS
PAGE NINE

PROFESSIONAL PROFILE

- A student centered, competent, caring administrator that collaboratively provides leadership in the direction and management of an educational institution's activities. This leader is cognizant that daily, yet small, continual achievements, systematically united will enable great success.
- Valued and respected by students, staff, parents, community and the Board of Education for utilizing a proactive team approach to leadership empowering the learning process for all students. Valuing diversity with sensitivity, providing for the needs of a culturally diverse student body.

Student centered leadership envisions solutions for students, my focus is their success. The heartbeat of this leadership is the POWER found in; People, Opportunity, Willing, Empower, and Relationships.

People – Paramount for schools is to recruit, hire, and retain dynamic, student focused People of excellence. Positively enabled with appropriate professional development, Empowered People will grow.

Opportunity – Empowered People of excellence envision, create and provide dynamic Pre-K-12 Opportunities, enabling continued growth and bountiful success.

Willing – Empowered People are Willing to enjoin together, developing partnerships with all stake holders fostering community alliances that support and enable schools of success.

Empower – Students, parents and staff feel valued, Empowered and endowed when student achievements are heralded with support by community, stake holders and school leadership.

Relationships – Empowered People embrace reciprocity Relationships enabling student programs to flourish, unite and align, for balanced student opportunities of equity and achievement excellence success.

- Life-long a learner and active community leader engaging in public relations, embracing successful current trends and advancements in education, consistently successful in fiscal management.
- Strong interpersonal skills as an effective communicator and motivator achieves goals through collaborative teamwork with educational partners. This leader commits to and shapes student values by inspiring their interests in a particular subject while simultaneously challenging them to strive for excellence. This commitment and delivery of quality programs will make a significant difference in their lives.
- Authentic, determined, confident instructional advocate for educational excellence, collaboratively guiding people to develop policy, programs, educational standards and goals to maximize student learning, while providing the vital professional development to enable successful task achievement.

DAVID R. ROGERS
PROFESSIONAL REFERENCES
PAGE TEN

Jerry Mitchell

Retired State Representative, 90th District

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Robert Sondgeroth

Superintendent

Regional Office of Education

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Chad Colmone

Principal

P-L-T Community School District #3

Tampico Middle School

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Drew Hoffman

Director of Special Education

Bi-County Special Education Cooperative

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Thomas R. Pepper, CPA

Gorenz and Associates, Ltd.

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Karen Anderson

Principal

Prophetstown Elementary School

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Konnie Fry

Principal

Tampico Elementary School

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Kristopher J. Rollins

Teacher, Harding Middle School

Co-Creator, RunDSM

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

DAVID R. ROGERS

PAGE ELEVEN

LEADERSHIP: A SUPERINTENDENT'S COMMITMENT TO EXCELLENCE AT WEST CENTRAL VALLEY COMMUNITY SCHOOL DISTRICT

INSTRUCTIONAL PROGRAM

I Believe in "The Power of Positive Students".

- The world should be a more positive place for all to live. Leading by example, daily, I write an average of three positive notes per day to staff members. I have requested that all certified staff send two positive notes to students daily. I have encouraged all non-certified staff to do this also. This opportunity enables the vision to see the greatness in everyone.
- Successful as an Administrator and a teacher to date, I have been fortunate to empower the learning of children so that they could meet or exceed the desired level of academic achievement. This includes the expectations of the No Child Left Behind Mandate.
- The key to enabling student achievement excellence is Professional Staff Development. I applied for and was granted an alternative six day calendar that was approved by the Iowa Department of Education for Professional Staff Development in 2003-2004 school years and renewed for the school year 2004-2005.
- The West Central Valley CSD and instructional staff accepted the Iowa Department of Education invitation to be a pilot school district for the Iowa Professional Staff Development Model in 2003-2004. In 2004-2005 all Iowa school districts will be participating in the Iowa Professional Staff Development Program.
- Researched based CRISS Teaching strategies were implemented through our Iowa Professional Staff Development training.
- Development and implementation of eighteen credit hours of dual (college) credit classes in our high school for the 2003-2004 school year and thirty credit hours for 2004-2005.
- Revived a construction vocation credit program where a new home is constructed each year and the students receive community college credit. The project is exciting and progress is currently ahead of schedule.
- Implemented Emergency Medical Technician and Certified Nursing Attendant dual credit class opportunities for high school students.
- Certified Evaluator Training and Data Driven Leadership Certification for me provides the avenue for our administration team to begin utilizing the School Administrators of Iowa, Iowa Administrator Evaluation Instrument this spring.

DAVID R. ROGERS

PAGE TWELVE

INSTRUCTIONAL PROGRAM (CONTINUED)

- Reading for Grades 6, 7, 8, was implemented into the Middle School Program.
- E2T2 Math Instruction Improvement Program implemented into the Middle School Program.
- Development of a Special Needs Program for Pre-School three year old children.
- Development of service for Behavioral Disability Needs children in the High School and the Elementary.
- Development of a Teaching Room at the Middle School for Behavior Needs Students.
- Upgraded High School Graduation Requirements to three years of Math.
- Upgraded the High School G.P.A. Extra-Curricular Participation Requirements.
- West Central Valley was the Highlighted District in Heartland AEA 11 for the 2004-2005 School Year Kickoff. This was based upon Partnership and Progress.
- The Administration Team participated in the Challenges for Change Leadership Development Program that models the strategies of John P. Kotter.
- Recipient of a Senator Harkin Star Schools Technology Grant of \$21,603 on December 10, 2004.

STAFF RELATIONSHIP

In 2002-2003 the West Central Valley CSD had two salary schedules for each group of employees, east and west. I learned of this fifteen minutes after being on duty in the district. In the school year 2003-2004 the district has only one salary schedule for each service group. In leveling the teacher group some teachers received a four thousand-dollar raise. Three teachers were cost prohibitive to level. The feelings of unequal pay are almost eliminated.

Staff Reductions have been accomplished through attrition and by combining assignments of the administration team.

Three written positive notes a year to each staff member are sent from the superintendent.

Three principal recommended resignations were supported and concluded by the superintendent. We do not anticipate any requested resignations or staff reductions for 2004-2005.

Ninety-eight percent of the elementary staff was retained and ninety percent of the secondary staff was retained for the 2003-2004 school year. Ninety-two percent of the 2004-2005 staff was retained.

DAVID R. ROGERS
PAGE THIRTEEN

STAFF RELATIONSHIP (CONTINUED)

Contract negotiations for the 2004-2005 school year were completed in five one hour sessions.

Retained all Educational Support Personnel, excluding two retirements during fiscal years 2003-2005.

COMMUNITY/CIVIC ACTIVITIES

- Stuart Chamber of Commerce
- West Central Valley Booster Clubs
- West Central Valley Community School Advisory Committee
- West Central Valley PTO
- I-80 SEED Development Group
- Stuart United Methodist Church

REFERENDUM AND INFRASTRUCTURE EXPERIENCE

Bond Issue Experience: It took fifteen years of bond issues to pass a junior high proposal in Oskaloosa. I worked with many others for passage of this issue. I began my superintendent duties in West Central Valley on August 1, 2002. The first bond issue in West Central Valley was on September 10, 2002 and the approval rate was thirty-seven percent. The second issue presenting the same proposal was on June 4, 2003 and the approval rate was forty-six percent. The third issue presenting a different proposal was on February 3, 2004 and the approval rate was forty-three percent. The May 2005 issue had forty-nine percent approval.

One-Cent Sales Tax Experience: I worked with other superintendents for successful passage of a One-Cent Sales Tax Referendum in two counties. I am involved in working with other superintendents on an additional One-Cent Sales Tax Referendum in Guthrie County.

Following is a list of major facility project expenditures completed since August 1, 2002, with a cost total that has exceeded \$750,000.

- Roofing projects completed at a cost of approximately \$250,000. Our yearly board approved \$0.33 PPEL funding is \$85,000. One project the bids ranged from \$80,000 to \$135,000 for a 45 mil roofing material and a 15-year warranty. The project was completed for \$64,000 with a 60 mil roofing material and a 20-year warranty.
- Technology upgrades were completed at a cost of approximately \$125,000.
- School bus lease to purchase agreements. Completion of a school bus barn remodeling project. Demolition and removal of a school bus barn including asbestos removal.
- Initiated air quality and environmental testing in all school instruction facilities.
- Initiated a cost-effective custom mowing and spraying service.

DAVID R. ROGERS

PAGE FOURTEEN

LEADERSHIP: A SUPERINTENDENT'S COMMITMENT TO EXCELLENCE AT RUSSELL COMMUNITY SCHOOL DISTRICT

MANAGEMENT/ADMINISTRATION

- Guided revision and subsequent acceptance of the 1999-2000 Comprehensive School Improvement Plan (CSIP) and Annual Progress Report.
- Guided preparation of the successful 2000-2001 and 2001-2002 Annual Progress Reports.
- Successfully led negotiations settlement for two years without arbitration.
- Added thirteen 9th -12th grade classes for school year 2001-2002.
- Eliminated two full-time staff positions by attrition.
- Invited and enlisted staff, school board members, and advisory committee to participate in the hiring process.
- Ensured students best interests by amicably counseling four staff members to new career pursuits.
- Built effective working relationships with five member Board of Education; all votes were unanimous in support.
- Displayed to community a sense of unified teamwork in pursuit of education instruction excellence.
- Developed and prepared the budget for school years 2001 and 2002 with recommendations unanimously approved by School Board.
- Guided development of a Web page for the Russell Community School.
- Led community in preparation for the exceptionally successful Department of Education's five-year review in December, 2001. (Department of Education Exit Report on video available upon request.)

TEAMWORK/STAFF RELATIONS

- Enjoyed excellent relations with team members throughout the school years.
- Evaluated performance of all elementary staff; conducted an unannounced classroom visit monthly.
- Initiated staff development classes:
 - "Data Driven Assessment" relating to standards and benchmarks taught by AEA 15 staff consultants; 50% of the staff attended the class.
 - "Capturing Kids' Hearts" staff development integrated with "Character Development Education" instruction - 88% of the staff participated in this training.

STANDARDS AND BENCHMARKS

- Developed science standards.
- Aligned and refined math and reading standards and benchmarks.
- Achieved standardized test results where five months ago equated to a year revealed 1.34 years average growth for students in 3rd grade through 8th grade, school year 2000-2001.
- School year 2001-2002, all students standardized test results averaged .967 year for 3rd through 8th grade.

DAVID R. ROGERS
PAGE FIFTEEN

INNOVATIVE PROGRAMS/SERVICES

- Initiated and introduced Power of Positive Praise Program with rewards for students and teachers provided by Hy-Vee and the Superintendent.
- Increased Head Start funding for 2001 and 2002 which will be 140% of the 2000-2001 school year funding.
- Introduced and implemented Read a Million Minutes activities for school district.

GRANT APPLICATIONS/AWARDS

- Applied for and received a Fire, Life, Safety Grant from the Iowa Department of Education. Notified of approval for \$10,000.00 with matching 25% funds from the PPEL fund.
- Received Success Four Grant increase of \$1,300 which will fund staff development for character education instruction.
- Grants Received:
 - Pillar's Grant - additional funding for preschool Head Start program.
 - Early First Reading Grant received as a consortium.
 - First Reading Grant received as a consortium.
 - School Infrastructure and Facilities Grant.

COMMUNITY/CIVIC ACTIVITIES

- Russell School Preservation Committee
- Russell Community Advisory Committee
- Russell Community Booster Club
- Russell Lions Club
- President, William Penn University Alumni Association - One term
- Iowa Corn and Soybean Growers Association

OSKALOOSA COMMUNITY SCHOOL DISTRICT

COMMITTEE MEMBERSHIP/LEADERSHIP

- Member, 6th grade Curriculum Committee
- Chairman and member, K-12 Math Curriculum Committee
- Chairman, K-6 Math Textbook Selection and Purchasing Committee
- Member Central Curriculum Advisory Committee, five years (Vice Chairman, one year; Chairman, one year)
- System-wide Advisory Team, Grant Elementary, one year
- Member, K-12 Computer Selection Committee
- Member, Southern Prairie Area Education Agency 6th and 8th grade Math Bee Advisory Committee
- Member, Oskaloosa Educational Association Negotiations Committee, four years
- Member, Oskaloosa Educational Association Calendar Selection Committee, one year
- Coached 5th and 6th grade football, basketball, track, wrestling for 10 years
- Coached AAU teams in track and basketball, age groups 10-16 years

Churchill, Susan [DAS]

From: David Ruhman [REDACTED]
Sent: Wednesday, June 12, 2013 12:29 PM
To: Churchill, Susan [DAS]
Subject: Notification of Mailing for Director, Department of Education, Req ID#12221BR
Attachments: 06-05-2013 Iowa Director of Education Letter.docx; 06-10-2013 DAR Resume 2012-2013 w-refs.doc

Ms. Churchill,

Please accept this email as notification that I have mailed a cover letter and resume for the position of Director, Department of Education (Req ID #12221BR). It should arrive later this week. I have attached a copy to this email; however, I fully understand that the mailing needs to arrive prior to 4:30 pm (CST) on Friday, June 21, 2013. This email serves only to notify you of the pending arrival.

If you have any questions, please feel free to contact me at the information listed below. Thank you.

David A. Ruhman
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

David A. Ruhman

June 5, 2013

Ms. Susan Churchill
Iowa Department of Administrative Services
Hoover State Office Building
1305 East Walnut, Level A
Des Moines, Iowa 50319-0150

Dear Ms. Churchill:

This cover letter and enclosed resume are provided in application of the *Director, Department of Education* position (*Req ID #12221BR*). My qualifications, while appearing non-traditional for such an opportunity, offer a fresh perspective to a Department focused on prioritizing a teacher leadership structure in every school district. Please accept the following information as evidence I can cast a vision and provide leadership for the Department utilizing educational boards and stakeholders to expand the opportunities for Iowa's students through the development and oversight of dynamic educational programs. In addition, note my synthesis of varied experiences in the administration and direction of educational programs or systems.

Leadership and Vision Working with Educational Boards and Stakeholders:

Caring for emotionally disturbed youth in residential treatment, building academic and social success of students in college and university residence life, and serving communities and the state in a variety of secondary education leadership opportunities - with various levels of challenges and demands - established my commitment to strong relationships with stakeholders and boards. Meeting challenges and taking risks augmented my capacity to recognize individual contributions advancing organizational goals. The outcome is discernment of the value and impact resulting from effectively combining individual commitment and coordination of effort to construct a team capable of achieving effective mutual respect, collaboration and intentional attainment of objectives.

Although unintentional, transitioning to education was invaluable to cultivating my passion - the successful transition of all students from school to lifelong learning. Designing and implementing alternative education centers, guiding building/district level comprehensive school improvement programs, leading a K-12 comprehensive school district, and providing leadership to a state association of career and technical administrators, I have worked diligently to gather and evaluate data, as well as develop relationships with individuals, groups, business and industry leaders, government representatives, and community leaders to increase the opportunities for the success of all students. Guiding programs designed to implement systemic and district reform (using models such as, *High Schools That Work*, *Technology Centers That Work*, *International Center for Education Leadership*, etc.); developing a state-model embedded credit program; working with state legislators to return career and technical education to the Department of Education; working with community colleges and universities to address the needs of high school students; and organizing a regional effort to revise teacher induction and re-induction exhibits my commitment to building and maintaining strong collaborative relationships.

The effective leader promotes team energy by empowering others with a vision and leading them to achieve common goals and objectives. Additionally, the leader works together with stakeholders to analyze data and validate assessment of progress. By integrating the varied needs of students, as well as committing to serve all students, the team confirms evidence of practice and program impact. Establishing self-efficacy and growth measures leads the team to corroborate a level of change and sustainability evidencing progress for programs and individual students.

Development and Oversight of Key Educational Programs:

Experiences in alternative and special education promoted discernment of the value every student has in the district. University residence life expanded my perspective by providing evidence of the need for students to focus on success after graduation from high school. Finding a method for embedding language arts and mathematics into career and technical education challenged me to commit to the full integration of academics and technical skill training within the

comprehensive high school curriculum through real world, contextualized projects infused with a strong focus on literacy, numeracy, and science.

As a result, I have committed to the Common Core State Standards for content area and career and technical education programs. Tomorrow's education system must lead students beyond traditional outcomes to preparation for completing postsecondary level work while still in school or immediately after graduation. In some cases this requires dedicated remediation to ensure students meet criteria to engage in credited coursework immediately upon entrance to postsecondary studies or advanced training. In addition, advanced college courses must be promoted and offered in high schools beyond the traditional offerings. Focused work with local, regional and state education groups is necessary to identify and remove barriers for academic accountability to secondary students, yet one must also recognize change occurs incrementally. Together internal and external stakeholders must unite in addressing state and federal challenges to the lifelong learning process.

Through involvement with the *High Schools That Work* and *Technology Centers That Work* networks I have championed a transition center concept where students of all capabilities are guided into courses that promote the preparation to take credited courses immediately upon graduation from high school. Included in this effort has been a commitment to ensure the preparation of all teachers to meet the needs of their students in all classrooms. Our effort includes working with local teachers, regional education leaders, college and university programs, and state officials to review and revise teacher preparation to focus courses and professional development on instructional planning, instructional strategies, classroom management and assessments. Our progress is visible - a regional university will pilot a program this fall resulting from our effort to bring this need to the attention of system representatives and stakeholders. The primary success of our effort has been the commitment of stakeholders in ensuring excellent instruction.

Through work with Missouri's interest groups, I have learned a great deal about the effort required for ensuring legislative support when promoting or expanding educational opportunities. The privilege of writing a series of documents to raise awareness of educational issues related to the needs of Missouri students has been invaluable. As an example, the arm of career and technical education within the Missouri Department of Education was recently removed from the organizational chart; we were able to reinstate it and promote legislation to prevent similar action in the future.

Administration of Educational Systems or Districts:

My career in education may not have been my first, however, it has grown to become my passion. I have served in rural school systems, medium sized districts and, most recently, with a consortium of suburban school districts facing the challenges of diversity and urban expansion. I have learned that size does not reflect the heart or commitment of a district in educating its students. Iowa has similar challenges as those I have worked with in Missouri and rural Michigan. Iowa is also a state where varied needs and perspectives must be united to ensure the advancement of its schools into the era of Common Core State Standards.

Focusing on Iowa, I offer to come prepared to listen and utilize the best of what already exists in filling the position of the Director for the Department of Education. Leadership rises and falls on the leader's plan. Peter Drucker, in *The Five Most Important Questions You Will Ever Ask About Your Organization* (2008) offered five elements for an *effective plan: Abandonment, Concentration, Innovation, Risk-Taking, and Analysis*. I pledge to use these elements as the foundation of my commitment to the residents of the state of Iowa in filling the position of Director. You describe your desire to find a candidate committed to bringing out the best of the current system while remaining alert to modifications required as education continues to be challenged to achieve greater accountability and ensure individual student success. I can serve Iowa in its effort to be *extra-ordinary*.

Sincerely,

David A. Ruhman

DAVID A. RUHMAN



EDUCATION

- **Educational Doctorate (EdD)**, courses completed May 2013, Written Comps (Summer 2013), Oral Comps (Fall 2013), Dissertation (following immediately), University of Missouri-Columbia, Educational Leadership and Policy Analysis.
- **Education Specialist (EdS)**, 2009. Northern Michigan University. Education Administration concentration of courses leading to both Principal and Superintendent certification.
- **Master of Arts (MA) in Counseling**, 1986. Webster University, St. Louis, Missouri. Psychological counseling skills for individual/group therapeutic settings. Practicum with licensed psychiatrist.
- **Bachelor of Arts (BA) in Psychology**, 1983. Eastern Nazarene College, Quincy, Massachusetts. Minors in Computer Science and Mathematics.
- **Superintendent of Schools Certification**. Missouri Department of Elementary and Secondary Education, Jefferson City, MO.
- **Director of Career and Technical Education Certification**. Missouri Department of Elementary and Secondary Education, Jefferson City, MO.
- **Teacher Certification – Mathematics, 5-9**. Missouri Department of Elementary and Secondary Education, Jefferson City, MO.

EXPERIENCE

Director of Career and Technical Education (July 1, 2009 to June 30, 2013), Herndon Career Center, of the Raytown C-2 School District, Raytown, MO. Career and Technical Education Center serves six (6) school districts in the metropolitan Kansas City, MO area, secondary and adult students.

- Increase program utilization through the development of a Recruitment, Retention and Graduation plan with an outside consultant and a team of representative instructors and support staff. Recruitment up nearly 20% in year two of program implementation.
- Provide leadership in delivery of a teacher re-induction program designed by the Southern Regional Education Board and confirmed with a Teacher Advisory Committee. Our effort was recognized by invitations to speak at regional, state and national conferences, as well as becoming a pilot program for a career and technical teacher preparation university.
- Participation in the *Technology Centers That Work* network resulted in growth from one scholar honoree to nine in the second year of testing; being identified as a “pacesetter” institution
- Led facility effort to re-qualify for Title IV funding certification and provided yearly documentation of eligibility.
- Worked with a local community college and university to establish a program for transitioning students from secondary to postsecondary education.
- Serve as a liaison to the Career Education Consortium serving six (6) school districts and eleven (11) comprehensive high schools.
- Developed articulation and matriculation plans for students utilizing the Career Technology Center as a service delivery facility with a consortium of college and university schools offering preparatory and fully credited college classes to students served in the consortium.
- Manage an operations budget of approximately \$2.5 million.

Career Center Director (July 1, 2005 to June 30, 2009), Arcadia Valley R-II School District Career and Technology Center, Ironton, Missouri. Career and Technology Center served eight (8) school districts; secondary and adult students.

- Moved an embedded credit program from a local program to a statewide model program offering language arts and mathematics credit. Worked with consortium school district core content area teachers to develop the program and ensure credit integrity.
- Developed a testing system using research-based software from a local university to deliver testing for the embedded credit program.
- Developed and implemented course offerings via distance learning to develop interest and recruit students to low attendance programs – introductory courses providing foundational skills.
- Served as a district leader for a Comprehensive School Improvement Program in Mathematics. Developed and implemented a teacher-administrator led program for raising assessment achievement for students in Middle School and High School.
- Managed an Adult Education Center and served as a host institution for various colleges in the region.
- Increased articulated and dual postsecondary institution credit available to students completing available programs.

Basic Skills Instructor (August 13, 2004 to June 30, 2005), Arcadia Valley R-II School District Career and Technology Center, Ironton, Missouri. District serves approximately 1200 students in grades K-12 and 400 students in the Career and Technology Center.

- Provide instruction in mathematics and Language Arts for Embedded Credit Program.
- Develop lessons for use in classrooms to instruct students in mathematics education.
- Develop structure for classroom delivery of Embedded Credit Program.
- Provide direction and development of instructional materials for a campus school improvement program in the area of mathematics.
- Develop cohesive implementation of mathematics instruction across campus through participation in multi-level departmental meetings.
- Participate on *Making Middle Grades Work* Evaluation Team at the Middle School.

Superintendent of Schools (July 1, 2001 to June 30, 2004), Ontonagon Area School District, Ontonagon, Michigan. District serving students in grades K-12.

- Chief Executive Officer of a district educating students through a \$5.5 million annual operations budget. Established and maintained a partnership with the Board of Education, comprised of seven elected members, to develop and meet the goals of the community for the education of the district's youth.
- Supervise a Junior/Senior High School Principal, Elementary School Principal, Alternative School Director, Business Manager and Central Office staff of two. Oversee the employment of approximately 55 faculty members and approximately 30 support staff personnel in Secretarial, Maintenance, Custodial, Transportation, Special Education Aides and Food Service positions.
- *Vocational Programs Supervised:* Business Services Technology, Marketing, Computer Networking and Repair, Building Trades, Cabinet Making, Welding, Manufacturing Technology, and CADD/Drafting.
- *Technology Improvements Initiated or Promoted:* Web-Based Xerox with links for parents to access work from the classroom and allowing ill or absent students to download work from any computer connected to the web; integrated software for At-Risk students; expanded cable access in areas where the district did not have terminals; expanded video conferencing capabilities for the district (replacing Interactive Television with mobile video conferencing);
- *Curriculum Improvements Initiated or Promoted:* Implemented a Pilot Program for Full-Day Kindergarten; Brought Advanced Learning Systems (A+LS) software to the district to assist in

the remediation of At-Risk students in grades K-12; Expanded the Early Reading Empowerment program from Title Instructors to the Classroom; Established At-Risk Instructors at the Elementary and Junior/Senior High School; Restructured the Alternative School Curriculum, Handbook and Methodology; Introduced Life Centered Career Education curriculum to the district to meet the needs of special students; and Led the district in switch to Career Pathways (initiated program to expand curriculum guide for parents and students to utilize a more effective enrollment process).

- *District Improvements Initiated or Promoted:* Established a "Community Communicators" group of key community individuals to provide them with district news immediately following Board of Education meetings, to promote district programs or communicate with key people regarding emergencies; Established a School/Community Capital Project Committee to help set district priorities and projects; Refocused School Improvement Committee focus, revised district's Annual Report, restructured and revised Board of Education Sub-Committee system and record keeping, Restructured Professional Development delivery system to include more faculty member selection of programs, and successful completion of State of Michigan three-year review of state and federal programs.
- *Additional Improvements Initiated or Promoted:* Established monthly "Excellence in Education" program to recognize leaders in education at the faculty and support staff levels; Staff Appreciation programs (Support Staff Summer Picnic and End-Of-The-Year BBQ for all staff – supported with Board of Education appreciation events); Fan Appreciation events for athletics; Board of Education Special Recognition program for community support of education at regular board meetings; Coordinated and implemented Kindergarten and 6th grade graduation ceremonies in partnership with the PTO; and Athletic Booster Club/Project Graduation/School District "Savers Card" partnership (fundraiser for capital improvement projects).

At-Risk Coordinator (K-12)/Assistant Principal Middle School (1998-2001), Arcadia Valley R-II School District, Ironton, Missouri. District served approximately 1,200 students in grades K-12.

- Administrator for a Middle School facility of 400 students, and 20 teachers, in grades 5-8. Responsible for discipline, teacher training, Comprehensive School Improvement Plan Committee (with parent participants)-Chairperson, evaluation and supervision of staff and programs, budget development and management.
- Created and administrated a comprehensive K-12 At-Risk Program, including the authorship of the *District's Alternative for Reaching Teens (DART) Plan*.
- Established a \$400,000 Alternative Education Center for troubled and troubling teens, including the construction of a new facility, through match grants from state and local resources. Designed a curriculum consistent with Arcadia Valley's goals and objectives, to be implemented in the alternative setting.
- Launched and managed a district wide state assessment improvement program to assist students (grades 5-12) in raising individual and district scores on the Missouri Assessment Program (MAP) Tests.
- Creatively developed alternative opportunities for K-12 students to achieve successful completion of academic requirements in programs such as *Project SOAR*, *Project DOAS*, the *CAN*I Program* and *Saturday Behavior Management Training Program*.
- Community, Mental Health, and Local Law Enforcement Liaison for the district.
- Violence Intervention and Prevention Committee of Iron County, Chairperson. Developed a program for crisis management and intervention that incorporated district and community resources.

Administrator for the S-TEAM Program (1996-1998), Perry County School District #32, Perryville, Missouri. District served approximately 2,500 students in grades K-12.

- Administrator for a facility of 30 students, two teachers and two aides teaching all components of the Middle School and High School curriculum (grades 5-12). Responsible for budget expenditures/receipts, supervision of staff and programs, teacher/staff hiring/firing, teacher evaluations, and coordination of program goals/objectives in conjunction with district policies and procedures.
- Established a \$750,000 Alternative Education Center in conjunction with the local Circuit Court to provide educational services for students at-risk, violators of the Missouri Safe Schools Act of 1996, teenage mothers, chronic truancy offenders and students who socially, emotionally or intellectually could not make progress in the regular education setting. Funded through state and local match grants.
- Developed/implemented an in-school alternative education program, primarily targeting students involved in Special Services, via match-free grants.
- Creatively developed alternative opportunities for K-12 students to achieve successful completion of academic requirements in a variety of after-school and Saturday programs.
- Inter-agency liaison for community, mental health and local law enforcement agencies to implement intervention strategies designed to assist at-risk students district-wide.
- School-to-Work program implementer. Secured positions for students and developed a comprehensive training evaluation to insure students were receiving valuable work skills based on work-based competencies.

Middle School Counselor/8th Grade Mathematics Instructor (1994-1996), Perry County District #32, Perryville, Missouri. Building served approximately 750 students in grades 6-8.

- Individual and group counseling, primarily with 5th and 6th graders. Topics included: character development, dealing with death, career planning/setting goals, crisis intervention, dysfunctional families, academic planning, special education, and personal development.
- Diagnostic Team leadership and Testing Coordinator/Practitioner.
- Designed a comprehensive service schedule of classes for 750 students in grades 5-8, including core and encore subjects. Established and maintained computerized tracking of student issues and implemented a computerized random scheduling program to ensure truly "track-less" class selection for all students.
- Created and implemented a hands-on *Career Exploration Program*, bringing the resources of our local Career and Technology Center together with 5th/6th grade students allowing experiences in each of the various Missouri Model Guidance Program Career Pathways.
- Designed/managed Peer Mentoring Program where juniors and seniors in the Career and Technology Center developed a two-year, big brother/sister type relationship with 3rd/4th grade students, identified as at-risk by district standards.
- Taught Pre-Algebra and 8th Grade Mathematics.
- Assistant Supervisor, Job Training Partnership Act (JTPA) Title II b Program during the summer. Management of a \$250,000 budget accounting with federal standards and compliance procedures. Verification of program eligibility for 50-75 youth ages 14-21.

Assistant Director of Residence Life – Facilities and Physical Plant Operations (1989-1993), Southeast Missouri State University, Cape Girardeau, Missouri. Department served approximately 3,500 students.

- Managed a \$3,500,000 budget for expenditures relating to operations, as part of a \$7,000,000 FY budget.
- Supervised physical facilities for eight campus residence halls housing 3500 students.

- Direct supervisor for six professional staff, fifty undergraduate Resident Advisors, twenty undergraduate Academic Advisors, and seventy-five student workers in four campus residence halls.
- Assistant to the University's Chief Judicial Officer and Lead Investigator and Judicial Representative in residence hall discipline matters. Authored the *Residence Hall Student Code of Conduct*.
- Developed a program to promote the academic success of students during their freshman year of college, titled *The Freshman Year Experience Program*.
- University Crisis Response Team Member responding to on-call emergencies, emotional and physical crisis/trauma, including student death (Parent notification was my responsibility).
- Served one semester as the Resident Director for the Maastricht Exchange Program with the Dutch School of Interpretation, Maastricht, The Netherlands. Traveled with students throughout Europe. Taught college classes for domestic and foreign students.

Assistant Director/Complex Manager (1986-1989), Office of Residence Life, University of Wisconsin-Superior, Superior, Wisconsin. Department served approximately 1,000 students.

- Supervision of three residence halls housing 1,000 students.
- Budget planning and development, approximately \$2,500,000.00 for the Office of Residence Life.
- Assistant Chief Investigating Officer for the campus judicial system.
- Coordinated summer programs, staff training/development, and billing/account management.

Treatment Team Coordinator (1983-1986), Chaddock School, Quincy, Illinois.

- Supervised treatment team of eight to ten professional counselors, one teacher, four night counselors and an Assistant Team Coordinator.
- Provided group and individual therapy to twelve emotionally disturbed adolescents.
- Coordinated placing agency, family, student and staff for the treatment of individuals.
- Liaison for the Central Administration in developing and implementing a budget of \$750,000.00 for a treatment cottage.

PROFESSIONAL AFFILIATIONS

- Association of Career and Technical Educators
- Missouri Association of Career and Technical Educators
- Association for Supervision and Curriculum Development
- American Association of School Administrators
- National Association of Secondary School Principals
- National Technology Centers That Work Advisory Committee Member (Southern Regional Education Board)
- MCCTA, serving as President-Elect, President and Past-President
- Michigan Association of School Administrators Leadership Academy and Mentor Program (Fall 2001 through May 2004 – Mr. John Peterson, Mentor)
- Michigan Association of School Administrators (MASA) Region I
- Gogebic-Ontonagon Intermediate School District (GOISD) Superintendent's Association
- Michigan Negotiator's Association

ADDITIONAL INSTRUCTION EXPERIENCE

Adjunct Professor, Education Administration/Counseling, Southeast Missouri State University.

Adjunct Professor, Education Administration and Counseling, University of Wisconsin-Superior.

Educator for State Department, Marketing, Discipline and Crisis Intervention, Missouri.

National, State and Regional Presenter on a variety of topics at Conferences for SREB's HSTW Summer Professional Development Conference, National ACTE Conference, MCCTA and MoACTE regional and state conferences, MCCTA/MASSP Joint Fall Conference, Center for Entrepreneurship Education National Conference, TCTW National Forum, local and regional school district presentations and Community College Partnership Programs.

REFERENCES:

Dr. Ann Benson, Retired *Oklahoma State Director of CTE* and current *Director of the Technology Centers That Work* initiative for the Southern Regional Education Board. [REDACTED]
[REDACTED]

Dr. Neil Nuttall, *President*, North Central Missouri College. [REDACTED]
[REDACTED]

Dr. Barbara Martin, *Professor*, University of Missouri-Columbia & University of Central Missouri.
[REDACTED]

Dr. Michael Wright, Dean of University of Central Missouri College of Education, University of Central Missouri, [REDACTED]

Doug Sutton, *Federal Programs*, State of Missouri-Department of Elementary and Secondary Education.
[REDACTED]

Mark Perna, *Founder and President*, Tools for Schools. [REDACTED]

Bob Larivee, *Executive Director*, Missouri Council of Career and Technical Administrators. [REDACTED]
[REDACTED]